

CA2ΦN
XC 2

-714723 NO.1

Government
Publications

**"The school must ...
... reflect its community,
be part of its community,
serve its community,
and have its community serve it."**



Legislative Assembly

Interim Report Number One

The Select Committee on the Utilization
of Educational Facilities

[General publications]

[6-1]




CA20N
XC 2
714723
ND:1



The Select Committee
on the
Utilization of Educational Facilities

Interim Report Number One
June, 1973



Digitized by the Internet Archive
in 2022 with funding from
University of Toronto

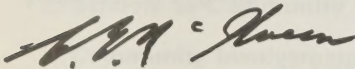
<https://archive.org/details/31761114662505>

Letter of Transmittal

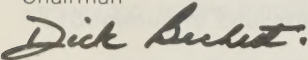
To: The Honourable Allen E. Reuter,
Speaker of the Legislative Assembly of the Province of Ontario.

Sir:

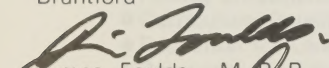
We, the undersigned members of the Committee appointed by the Legislative Assembly of the Province of Ontario on December 17, 1971, to enquire into the utilization of educational facilities in accordance with the terms of reference established, have the honour to submit the attached report.



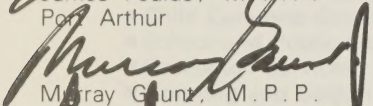
Charles McIlveen, M.P.P.
Oshawa
Chairman



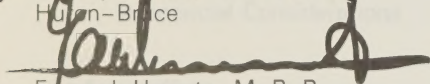
Dick Beckett, M.P.P.
Brantford



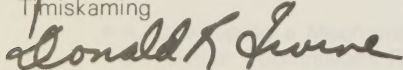
James Foulds, M.P.P.
Port Arthur



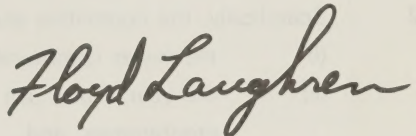
Murray Gunt, M.P.P.
Huron-Bruce



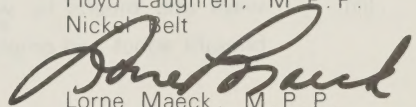
Edward Havrot, M.P.P.
Timiskaming



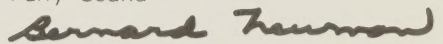
Donald R. Irvine, M.P.P.
Grenville-Dundas



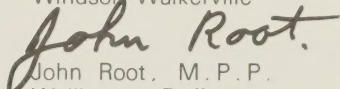
Floyd Laughren, M.P.P.
Nickel Belt



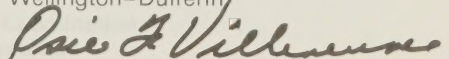
Lorne Maëck, M.P.P.
Parry Sound



Bernard Newman, M.P.P.
Windsor-Walkerville



John Root, M.P.P.
Wellington-Dufferin



Osie F. Villeneuve, M.P.P.
Glengarry

Terms of Reference

The Legislative Assembly of the Province of Ontario established, on December 17, 1971, a Select Committee of its members "to inquire into the Utilization of Educational Facilities."

The committee was to be guided by the following Terms of Reference:

1. The committee should inquire into the potentialities and possibilities for the increased use of educational facilities throughout Ontario at all levels, including post-secondary facilities.
2. Specifically, the committee should examine such matters as:
 - (i) the wider community use of its educational facilities;
 - (ii) the year-round use of such facilities for educational and/or community programmes; and
 - (iii) ways and means by which the above-mentioned activities could be brought about and emphasized.

Contents

Letter of Transmittal
 Terms of Reference
 Appointment of Members
 Acknowledgements
 The Committee's Procedures

☐ Recommendations

☐ Setting the Task

☐ Schools as Community Facilities

☐ Community Involvement

☐ Community Coordination

☐ Community Education

- Use of School Classrooms
- Falling Enrolments and Vacant Facilities
- Curriculum Development
- Education for Leisure
- Resources for Education
- Child Care and Development
- School and Public Libraries
- Recreation Services
- Planning and Design
- Financial Considerations

☐ Appendices

- A. Developing a Mechanism for Community Coordination
- B. Written Submissions Received by the Committee
- C. Hearings and Public Meetings
- D. Visits of the Committee

Appointment of Members

☐ Present Membership

Charles E. McIlveen, M.P.P. Oshawa	Member, appointed December 17, 1971 Chairman, since July 1, 1972
Dick Beckett, M.P.P. Brantford	Member, appointed December 17, 1971
James Foulds, M.P.P. Port Arthur	Member, appointed December 17, 1971
Murray Gaunt, M.P.P. Huron-Bruce	Member, appointed December 17, 1971
Edward Havrot, M.P.P. Timiskaming	Member, appointed June 30, 1972
Donald R. Irvine, M.P.P. Grenville-Dundas	Member, appointed December 7, 1972
Floyd Laughren, M.P.P. Nickel Belt	Member, appointed December 17, 1971
Lorne Maeck, M.P.P. Parry Sound	Member, appointed June 30, 1972
Bernard Newman, M.P.P. Windsor-Walkerville	Member, appointed December 17, 1971
John Root, M.P.P. Wellington-Dufferin	Member, appointed December 7, 1972
Osie F. Villeneuve, M.P.P. Glengarry	Member, appointed December 7, 1972

☐ Former Members

John R. Smith, M.P.P. Hamilton Mountain	Chairman, December 17, 1971 to June 30, 1972 Member July 1, 1972 to December 7, 1972
Margaret Birch, M.P.P. Scarborough East	Member, December 17, 1971 to December 7, 1972
Lorne C. Henderson, M.P.P. Lambton	Member, appointed December 17, 1971 to June 30, 1972
James Jessiman, M.P.P. Fort William	Member, appointed December 17, 1971 to June 30, 1972
Jack McNie, M.P.P. Hamilton West	Member, appointed December 17, 1971 to December 7, 1972

Acknowledgements

We must first express our appreciation for the interest in the work of the committee shown by so many citizens of Ontario. We would like to acknowledge the advice and information provided by local government officials in the Province. We must acknowledge the unhesitating response of educational institutions to our requests to visit -- usually on extremely short notice.

We would like to express our appreciation to the many government officials in England, Finland, Denmark, Sweden and Holland whose efforts contributed immeasurably to the value of the committee's visits in those countries. We would like to express our thanks to the teachers in the City of Winnipeg who met with us. We must also thank the officials of the Board of Education in Flint, Michigan for the time and care they took in presenting and explaining to us their Community Schools Program.

In particular, we wish to acknowledge the personal contributions to the committee's work of the following persons:

Don Garvie, Community Education Officer,
Ontario Ministry of Education

Lance Bisch, Community School Liaison Officer,
Waterloo County Roman Catholic Separate
School Board

David L. Smith, Co-ordinator, Community Schools
Program, Hastings County Board of Education

Doug Stone, Superintendent of Recreation Programs,
Board of Education for the Borough of Etobicoke

Dennis McClelland, Program Director, Y.M.C.A. of
Metropolitan Toronto

The committee has been served by a staff who have been tireless in supporting the work of the committee. We acknowledge the on-going support of David Callfas as Clerk of Committee, Gayle Roberts as Executive Secretary, Barbara Coulas as Committee Coordinator, Katharine Bladen as Research Director, Thomas Liban as Research Assistant and Esme Vaughan as Research Secretary.

In addition we must recognize the contributions of the several persons who have been involved in the work of the committee. Sonja Sinclair provided her professional skills as a writer of the early drafts of the committee's report. G.F.L. Sulkko acted as Clerk of committee until November 1972. Short-term research projects were carried out by Eilene Balsky, Donald R. Brown, Robert Gerrie, Wendy Horenblas, and Aarne Kartna. For different periods during the life of the committee Anthony Genovese and Frank Luce assisted in the committee's offices.

The leadership and direction of John R. Smith, M.P.P. as former Chairman of this committee, along with the contributions of the former Members, must also be acknowledged by the present Membership.

The Committee's Procedures

When our committee was established in December 1971 we were instructed to examine the utilization of educational facilities throughout Ontario at all levels of education. We have found this task to be more complex and wide-ranging than we had originally anticipated. The committee has now been in existence over a year. We have covered a great deal of ground and have been exposed in detail to a large number of issues.

In order to obtain the widest possible cross-section of public and professional opinion, we initiated our inquiry by advertising the committee's existence in newspapers across Ontario and asking for briefs relating to the subject of inquiry. The response, in the form of 126 written submissions, is a measure of the widespread interest in the subject under discussion.

(A full list of individuals and organizations who submitted their ideas in writing is contained in Appendix B.)

During our first meetings in February 1972, officials of both the Ministry of Education and the Ministry of Colleges and Universities provided us with invaluable background material as well as generous offers of assistance. The Report of the Study Committee on Recreation Services in Ontario and the Report of the Task Force on Community Involvement in Schools, which were presented at that time, have proved particularly informative and helpful.

We subsequently heard briefs and presentations at 42 public meetings and hearings held in 30 centres across Ontario. The briefs, opinions and information received by the committee have proved very important to our work. These travels in Ontario also provided us with a welcome opportunity to visit educational facilities throughout the province and determine how and to what extent they are in fact being used.

(For a full list of public meetings and hearings and of the briefs presented see Appendix C.)

In Search of an even wider perspective, we undertook a three-week study tour in England, Denmark, Finland, Holland and Sweden. The opportunity to view a variety of community service and education programs, to experience at first hand the results of integrated community planning and to explore the development of new approaches to the planning for, and the use of, community and educational facilities provided us with many insights as to what has been achieved and what can still be achieved for Ontario. We later visited the Community Schools Program in Flint, Michigan which has attracted world-wide attention for many years.

(Appendix D contains a full list of the visits made by the committee.)

Many of the briefs submitted to the committee indicate wide public interest in increased use of elementary and secondary school facilities by the community. Our first interim report is devoted to this issue. But we have come to see this question as something more than just "community use of schools." We would like to break down the very evident isolation of schools from community life. That is our main objective in this first report.

In subsequent reports we intend to consider the issues of year-round use of educational facilities and of community use of post-secondary educational facilities. We plan to include an examination of the role of media in developing an open education system and of how such cultural and educational agencies as libraries, museums, art galleries and performing arts organizations could be involved.

Although we have found a need for a series of reports which separate out different areas of concern, rather than just one final report, we wish to emphasize that the different aspects are interrelated. Many of the principles we present in this first report establish the basis for our approach to the other areas of study.

We hope that this first interim report will stimulate members of the public and both private organizations and government agencies to react to the ideas and recommendations we present. We wish to invite the communication of feelings, ideas and reaction to us as we continue our work.

Communications should be sent to:

**The Select Committee on the Utilization
of Educational Facilities
Room SE-558, Mowat Block
Parliament Buildings
Toronto, Ontario
M7A 1N3**

□ Recommendations

In defining the scope of our inquiry, we chose to accept a broad meaning of education. We recognized two developments which seem basic to the educational process today: that education must be seen as a life-long process, and, that education is not confined to the facilities traditionally designated as educational. It is our view that "educational facilities" must include all the places where education is being and can be pursued.

We identified "utilization" as the major question rather than "facilities". Our concern therefore has been more with people and activities, programs and services than with buildings and space. We also found the need to break down the isolation of schools from the communities they are supposed to serve. Schools should be looked upon as community facilities: facilities through which services to the community may be provided. While formal education is one of the services a community may need, schools must be considered useful for more than just formal schooling.

Since, in our opinion, schools are community facilities, we consider rental or user fees charged by school boards for any non-profit program or activity to be inappropriate.

We conclude that the costs of operating schools should be calculated on the basis of twenty-four hours a day, seven days a week, fifty-two weeks a year.

Recommendation 1

The present distinction made between normal operating costs and community use costs for schools should be eliminated. The total costs of school plant operation should be classified as extraordinary expenditure and made eligible for provincial grants in the *General Legislative Grants for Elementary and Secondary School Boards*.

* * *

While "users and uses" constitute a major part of the problem of increased utilization, the fundamental issue involves the decision-making processes for the allocation and use of community resources. We have found "community involvement" to be a major need at this time.

Community involvement, defined as each community having the power to influence the decision-making processes through the determination of what its needs are and how those needs are to be met, is essential in order to ensure the development of programs for adequate community service, thus achieving maximum possible use of facilities.

We have found that most government agencies have become so large and centralized that they seem to be isolated, unresponsive, and even inaccessible to those needing their services. In order to achieve true community involvement, program development and operation must be decentralized to the community or neighbourhood level.

As well as the need for decentralization, there is a very real need at all levels of government for coordination in the provision of services and the planning and use of facilities. We have heard too often of program and facility duplication among community and education agencies. Coordination is presently taken to mean government agencies simply combining to make joint decisions in the provision of services. We believe that true coordination, must involve the bringing together of all available resources, both private and public, to serve the actual needs of a community. Coordination, like community involvement, is essential for the development of community programs and therefore increased use of facilities.

The present approach to community use of schools is unsatisfactory. Community access is limited, at the discretion of the school boards, to only certain facilities, at certain times, for certain activities. This approach does not recognize that the power and responsibility to make decisions must rest with the community in general and not the school board in particular. Nor does it recognize schools as community facilities. Since we take the approach that schools are a resource for the community, we consider that access to, and use of, schools as community facilities is a right for every person in the community and not just a privilege conferred at the will of a school board.

We conclude that Provincial legislation and school board policies must be changed to reflect this basic principle.

Recommendation 2

The Minister of Education, in directing *The Consolidation of the School Acts*; should incorporate the principle of "a right and not just a privilege" into the intent and body of the legislation through the adoption of community involvement and coordination as basic guidelines.

* * *

In studying utilization of educational facilities, we have been concerned with a much wider range of programs and services than those provided under any one Statute or by any one Ministry. In our recommendations, we address ourselves to the formulation of policy for social development, to the various programs and services administered by the Ministries contained in the Social Development Policy Field, and to the delivery and support systems for those programs and services.

We conclude that the principles of community involvement and coordination, which will be essential to achieve maximum utilization of facilities, should be adopted as objectives for the Social Development Policy Field.

Accepting community involvement and coordination as basic guidelines for the formulation of policy and the implementation of programs in order to achieve maximum utilization of educational facilities, we have developed a mechanism for community coordination which emphasizes decentralized decision-making and the development of local community initiative.

The first feature of our proposed mechanism for community coordination is the formation of local area Community Action Councils. These Councils would be responsible for the determination of actual community needs and interests and they would be involved in developing and implementing programs of service to answer those need and desires. The second feature would be the employment by the Province of a group of Community Coordinators to stimulate the formation of Community Action Councils. As a first step in his work, a Community Coordinator would establish liaison with existing groups in the community. This would be achieved by forming an Advisory Committee made up of representatives from a wide variety of government and volunteer service agencies.

Recommendation 3

We recommend that our proposed mechanism for community coordination be adopted by the Government of Ontario, that the responsibility for its implementation be assigned to the Community Development Branch of the Ministry of Community and Social Services, and that the first step towards implementation of this mechanism be the immediate appointment of twenty-four community coordinators to be distributed throughout the province. (Refer to Appendix A for details)

* * *

Since the school as a whole should be available to serve a wide range of community needs including formal education, we disagree that classrooms or any other part of a school must be retained, to the exclusion of other services and activities, only for the use of the school students and only for the purpose of formal schooling. Moreover, we do not believe that decisions concerning the utilization of vacant facilities, due to falling or shifting school enrolments, should be the sole prerogative of a school board or a school principal.

Recommendation 4

A community, through its Community Action Council, should accept the responsibility for ensuring that all parts of the school are used in whatever ways are suitable to meet community needs and interests.

* * *

While it has been suggested that each community should be directly involved in the decisions concerning the use of school facilities, we emphasize that the kind of community action needed must go far beyond mere use of physical plant. We have observed a hesitation on the part of many to become involved in the education process. This hesitation seems, far too often, to be encouraged by educational institutions. The formal schooling process, in particular, has tended to ignore the potential resources of the community. Knowledge on both sides, gained through a reciprocal process of information and communication, is needed to properly integrate the school with the community.

We conclude that the process of planning for the best and widest use of schools as community facilities must be allied to and reinforced by the process of education.

Recommendation 5

The Government of Ontario, through the Provincial Secretary for Social Development, should adopt a system of community education which will integrate school and community resources including facilities to meet a wider range of community needs than just formal education.

* * *

Community education is taken to be a process whereby the whole community, not just the experts, identifies common needs and interests, and develops the resources and programs to fulfill those needs and interests. In community education the role of education is expanded from the traditional concept of only teaching children in the formal setting of a school to helping to provide for the educational needs of all community members. This suggests the need for new policies, procedures and personnel for the planning, development and delivery of community services, including education.

Unfortunately, the education system, as it now operates, makes it extremely difficult for teachers to be involved in the community, or to gain an understanding of why they should be involved in the community, or even of why the community should be involved in the school. We would like to emphasize that teachers have an important role in community education.

Recommendation 6

Community education should be stressed in the teacher-training curricula of the Province's Teacher Colleges and Faculties of Education. Community-based work by teachers should be recognized as an educational responsibility, as a valid teacher qualification for upgrading, and as a substitute for some periodic formal academic upgrading courses.

* * *

Although the professional teacher is obviously not the only human resource for education, we find that present rigid accreditation and employment arrangements effectively deprive school children, in

the formal education process, of the skills and talents of the community as a whole.

Recommendation 7

Paid and volunteer aides and community resource personnel as well as professional teachers should be made in integral part of all phases in the formal schooling process.

Recommendation 8

We recommend that the presently required "teacher certification" qualifications for others needed within the formal education system be abandoned as a requirement and as an expectation. School boards should be able to employ for special tasks whomever a community feels can best serve its needs.

* * *

At the same time that we see a very important place for community resource people in the school, we believe that students, like their teachers, should be encouraged to participate in community service and to take on leadership roles in community activities, as an integral part of their educational experience.

Recommendation 9

We recommend that the concepts of student community work and community leadership be incorporated into the curricula for formal education. The value of experiences such as student work in the community should be given recognition in the curricula through the awarding of credits.

* * *

Because we are concerned with increasing the relevance of a student's educational experience to his home, his life and his community, we wish to stress the need for community involvement in the formal education process.

Recommendation 10

The Minister of Education should adopt the principle of local community involvement in curriculum development and curriculum implementation as a basic policy guideline.

* * *

Since we as a society are faced with a growing amount of time free from work, we believe that Ontario must become better prepared for leisure.

Recommendation 11

We recommend that the Government of Ontario, through the Provincial Secretary for Social Development, adopt policies to support the development of programs that recognize the growth of leisure as an important element in the life of the individual and the community.

* * *

In particular, we believe that the education system must become more attuned to changing patterns of work, education and leisure.

Recommendation 12

The Minister of Education should include education for leisure in the development of curriculum guidelines for the training of teachers and for the formal elementary and secondary schooling process.

* * *

We would like to see a balanced recreation program in schools, giving as much emphasis to arts, crafts, music and theatre, as to sports. There is a need for programs of physical and cultural recreation in the school which emphasize individual and community-based activity. We also find too much compartmentalization in education and recreation. There is a need to break down the separation of activities as distinctly recreational or educational, and as distinctly male or female.

Recommendation 13

Arts, sports and other recreational activities should be totally integrated into the schooling process. These activities should not be differentiated according to sex roles.

* * *

Since a child's development and learning start long before he enters school, we consider that day care must be viewed as an educational experience for a child rather than just physical care. In fact, we would prefer to use the term "child care and development" rather than "day care" and we see this as including infant care.

Recommendation 14

The Minister of Community and Social Services, through the Day Nurseries Branch, should institute a system of child and infant care, universally available, which would be integrated with the development of early childhood education as a component of the education system for Ontario.*

* * *

An integrated system of child care and development, universally available, requires the participation of all levels of government and of private agencies and organizations. We find, however, that present regulations governing day care centres have discouraged the efforts of private groups in the provision of child care and development services.

Recommendation 15

Provincial regulations for the provision of child and infant care should be examined in relation to quality of service and community involvement and revised to support the actual needs of individuals and communities.

* * *

** Mr. Laughren and Mr. Foulds insist that the following statement must be added in order to achieve a system of child care and development which is universally available and accessible: "This system of child care and development must be funded directly by the Government of Ontario through the Ministry of Community and Social Services."*

Although we are told that the sole purpose of the school library is to serve the requirements of the school's curriculum, we find little detailed information to show how effective the school library actually is in the schooling process.

Recommendation 16

We recommend that the Minister of Education compile the data and information which are necessary to evaluate the effectiveness of library resources in the Ontario School System for serving the needs of both the students and the community.

* * *

We are encouraged by the few instances in Ontario where public library branch collections have been placed in school libraries. While every school library cannot be expected, perhaps, to serve as a branch of the public library, we are convinced that a school's library can serve more than just the students of that school. The community has a place in the school library.

Recommendation 17

A community, through its Community Action Council, should accept the responsibility of deciding what kind of library is needed in the school and how it should operate.

* * *

The primary role of municipal recreation agencies has been defined as serving the leisure needs of the community through the development of recreational opportunities and the provision of recreation services. Unfortunately, most of these recreation agencies seem to have placed their emphasis on provision of program rather than on development of opportunity. In addition, the arrangements for use of school facilities, developed between municipal recreation agencies and school boards, have excluded the community from the decision-making process in the provision of recreation services.

Recommendation 18

The role of municipal recreation agencies in Ontario should be changed to emphasize coordination of community resources for recreation and support of local area Community Action Councils through the provision of program support, including facilities, equipment, personnel and funds.

* * *

Because we wish to ensure that the facilities provided for education are meaningful to both school and community, we see the need to involve the local people in the design process.

Recommendation 19

The Minister of Education should adopt local community involvement in school planning and design as a basic policy guideline.

* * *

Since the school as a community facility should serve a much wider range of community needs than just formal education, we consider unsuitable the stringent planning guidelines of the Ministry of Education which give top and only priority in school design to formal education.

Recommendation 20

The criteria set by the Minister of Education for approval of school designs should be changed to reflect the aims and objectives of community education, and be based on the accommodation of a wide range of community services and programs.

* * *

Our commitment to community education suggests that both the interest in, and need for, investment in specialized facilities will be reduced or changed. We believe that less emphasis should be placed on schools as permanent physical structures.

Recommendation 21

The Minister of Education should undertake a study of permanency and redundancy in building.

* * *

We are interested in developing innovative approaches to school design and integrated planning for schools as community facilities. we find the present provincial capital grant plan too restrictive and the provincial grants for other community facilities inadequate.

Recommendation 22

We recommend that the Minister of Education encourage, through *The Capital Grant Plan*, innovative design and integrated planning.

Recommendation 23

The Minister of Community and Social Services should update and revise *The Community Centres Act*, so as to encourage and support innovative design and integrated planning in the provision and operation of all community facilities.

* * *

We find that the design and planning of educational facilities in general, and schools in particular, have almost totally ignored the needs of the physically handicapped. Availability of both learning and recreational opportunities for this sizable group in Ontario involves access and facility considerations. We believe that the Government of Ontario should assure access for the physically handicapped to all educational facilities.

Recommendation 24

The Government of Ontario should assure access for the physically handicapped to all community facilities through the adoption of the *National Building Code, Supplement Number 5*.

Recommendation 25

The Government of Ontario should provide special funds to school boards and municipalities for the adaptation of all existing community facilities to make them accessible to the physically handicapped.

* * *

*"All that we lack at birth and need when grown up is given us by education.
This education comes to us from nature, from men, or from things."*

Jean Jacques Rousseau

□ Setting the Task

What is an educational facility? This deceptively simple question is obviously fundamental to any study of the utilization of such facilities. In attempting to answer it, we have decided not to contribute yet another definition to the word "education". Instead, we have chosen, in defining the scope of our enquiry to consider education in the broadest sense possible and to recognize two recent developments which seem to be basic to any interpretation of the educational process today.

First, education is now taken to be a life-long pursuit, not an occupation confined to the so-called school-aged population. The reasons are familiar enough: the information explosion which renders much of our knowledge obsolete within a few years of acquisition, the growing availability of leisure time, the frequent desire or necessity to change careers in mid-stream, the self-perpetuating quest for knowledge all combine to turn "continuing education" into a reality.

Second, education can no longer be confined within the walls of a building or the jacket of a book. For far too long learning has been divided into "education" as dispensed by clearly defined, and isolated, scholastic institutions, and the acquisition of knowledge through other unstructured means. Only lately has this artificial division between living and learning tended to diminish. It has begun to be recognized, for example, that a student's field work in an inner city neighbourhood could be an educational experience equal, complementary, or even superior, to taking a course in urban studies; that travel in one's own country, and in foreign countries, may enhance or outweigh in value many hours of classroom history or geography. We see education as consisting of many processes, only some of which take place in the school.

In light of these developments there can be no question of restricting our examination of the utilization of educational facilities to those facilities traditionally designated as educational. Clearly, many members of the community gain much of their education in places quite separate and at times quite different from those set out in formal educational programs. We find the potential for education offered by libraries, theatres, parks and even factories to be of equal importance to that promoted by schools and universities. We consider that day care centres may have an

educational value equal to that of kindergartens. We can contemplate the town hall or the television studio as sources of education just as we do the community college or the museum.

We thus conclude that we must be concerned with:

- All the places where education, broadly defined, is being and can be pursued;
- Not only the land and buildings, but all the physical resources and equipment available for educational purposes;
- Not only existing educational facilities but also those being planned and designed for the future.

Having set the scope of our definition of educational facilities, we came to realize that "utilization" rather than "facility" is the key word. We have had to examine such questions as who is using, and who wants to use educational facilities. We have had to consider what school facilities can and should be used for. For example, could adults use an elementary school classroom for a community meeting or must that room be used only by the pupils for whom it was designed? Should the books in a secondary school library be useful only to the students at that school or could they be of interest to others in the community?

However, if education occurs both in and outside the specifically designated institutions, as we believe it does, then this approach to utilization is still too narrow. It interprets "utilization" as a unilateral process whereby the community gains access to buildings and equipment previously reserved for the use of those formally enrolled in the educational institutions. Since structured curricula are not the only means of learning and accredited teachers are not the only people with knowledge to impart, we no longer want to cast the formal educational institutions in the role of suppliers and the community in the role of consumers.

We believe that educational resources and community resources are interchangeable. Utilization must be a process of interaction through which the potential of both the facilities and the community may be fully developed. We have, therefore, been concerned in our work far more with people and activities, programs and services than with bricks and mortar. Moreover, while we see uses and users as part of the problem of increased utilization, we consider the central issue to be the decision-making processes for the use of community resources. We have heard much discussion as to whether the school boards or the municipal recreation agencies should be responsible for the control of facilities and programs for community use. We intend to suggest that neither of

these bodies should be in control. In our opinion, the power to determine community programs must belong to the people of the community.

□ Schools as Community Facilities

Schools have traditionally been looked upon as a closed and isolated system so that it has always been possible to distinguish between school and non-school. We see the need to break down this distinction. Schools are educational facilities but so, in our mind, are community centres and concert halls. We believe that schools should be looked upon as community facilities: facilities through which services to the community may be provided.

Schools are presently among the most important community facilities; in many centres they are the only community facilities. Formal education is one of the services a community may need but schools should not be considered useful only for formal schooling. Other types of education and other community services can and should be provided through the schools.

In our experience, the idea of community use of schools is most often expressed in terms of school boards having a few facilities that could be used for community recreation programs and that could, on a very controlled basis, be rented out to community groups and organizations at times when there is not danger of interference with the formal school programs.

At the present time, certain facilities in a school may be made available on application to the school board, for use by "responsible" community groups after school hours. The use of schools is often restricted to "activities of an educational or cultural nature". In practice, this means that school principals, or school boards, decide who in the community may be allowed to use a school, at what time, under what circumstances and for what purpose. We consider this approach to be unsatisfactory on several counts.

First we question whether it is possible to define "cultural or educational activities". We doubt a school board's ability to arbitrate without prejudice between the merits of a chamber music recital and an acid rock concert. A pottery class may be a cultural experience to one student, recreation to a second, vocational training to a third, occupational therapy to a fourth and an opportunity to meet people to a fifth. We are therefore bound to conclude that lines of distinction drawn in the conventional way between education, culture, recreation, mental health and entertainment are purely arbitrary.

Second, we find that the traditional approach to community use has led to a wide disparity among individual jurisdictions in terms of fulfilling community needs. Some school principals and school boards interpret their commitment to community service very

broadly, while others tend to equate the community with such structured activities as the Boy Scouts and the Girl Guides. There is, too often, a lack of feeling on the part of adults that the school has anything to do with their lives and their interests. It is that lack of feeling, coupled with a lack of knowledge that schools can indeed be viable community facilities, that produce in many people resentment towards, or isolation from, the school and its operation.

Third, since we take the approach that schools are community facilities, we see them as belonging to the community as a whole and not to the school boards in particular. We consider, as a basic principle, that access to and use of schools as community facilities is a right for every person in the community and not just a privilege.

There are presently many conditions which discourage people from entering the school setting. In the course of our work we have heard innumerable complaints about the many factors inhibiting increased community use of schools. These range in nature from the cumbersome procedures for obtaining school use permits to the undue emphasis placed on cleanliness and tidiness in schools. They involve such problems as the lack of information as to what can be used, onerous rental fees charged to non-profit organizations for school use, restrictions placed by school boards on types of use and what is available for use, and the complex and often exclusive arrangements that are built up between school boards and municipal recreation agencies to control use.

All of these deterrents to community use of schools appear to be related to three overwhelming factors which have created the present situation. These are the self-protective attitudes of school board officials and school personnel, the awkward and restricting arrangements for administering community use, and the costs involved in opening up schools to the community.

Such measures as making the schools available for use on weekends and holidays, allowing use of school facilities not presently available, making schools more easily available, making the community more aware of what is available, and planning and designing new facilities according to criteria which encourage the community to feel an interest in schools would perhaps achieve a minimal increase in the use of school facilities by the community. We feel very strongly, however, that these measures alone cannot achieve meaningful and optimum utilization.

We have said that schools belong to the community and that every person in the community has the right to use those schools. We

find this approach, however, still leaves the schools in a separated position. What we would like to see is something very different in scope. We suggest that the school is the community. The school must therefore reflect its community, be part of its community, serve its community and have its community serve it.

As we have stated, there has been a reluctance on the part of many people to become involved in their own community and hesitation to become involved in the formal educational process. We are concerned to find that far too often the educational institutions seem only too ready to encourage that hesitation and find ways to prevent the community from becoming involved.

As long as schools are looked upon as being separate from the community which they were built to serve, and as long as the formal schooling process continues to ignore the potential resources of the community, no meaningful utilization can be achieved.

Planning for the best and widest use of community facilities, including schools, will involve a change in emphasis from the provision of physical facilities to the provision of a program for their use. In order to ensure a satisfactory and efficient system of community facilities, the needs and aspirations of the community must be ascertained. Then the community services required to meet these actual needs can define the programs that will indicate what facilities are needed and how they will be used. But it must be remembered that the needs and desires of each community will differ widely. We are therefore convinced that the involvement of the community itself in the process of determining its needs is essential to ensure the development of programs for adequate community service and for the use of facilities.

□ Community Involvement

Community involvement has been identified as a major need by the Study Committee on Recreation Services in Ontario. Community involvement was related, in their Report, to the health and quality of life in the community and to the growth and development of the individual. Most people are presently left out of the decision-making processes that establish and administer the institutions which formulate the conditions influencing and governing their lives.

Lack of community involvement was related in the Report on Recreation Services in Ontario, to the problem of alienation for individuals in society. The trends to regionalization and urbanization have caused most government institutions to become increasingly large, centralized and removed from the communities they must serve. These centralized institutions are, in the minds of many, isolated, unresponsive and even inaccessible to those needing their services.

The relatively recent provision of large regional units of administration for the education system in Ontario through the creation of county school boards illustrates, in our view, the unfortunate effect of centralization. In many rural and northern communities in our province this system has tended to remove the possibility for people to feel involved or even interested in their schools.

While we recognize that there are very real economic and administrative, as well as educational advantages to centralization, we feel that the detrimental effects of centralization must be given considerably more attention.

We believe that expanded opportunities for community involvement and participation in public affairs in general, and in the decision-making processes for the provision of community services in particular, must be created. In our view, most government agencies that claim to accept community involvement and participation in decision-making have made only a token gesture. Community involvement does not mean merely listening and then rejecting what is said. **By community involvement, we mean that each community has the power to influence the decision-making process through the determination of its own needs and how those needs can best be served.**

We agree with the Study Committee on Recreation Services in Ontario that in order to make community involvement successful and satisfactory there will be a need for information, public education, leadership development, recognition of regional differ-

ences and an adequate supply of qualified personnel. We also agree that program development and operation must be decentralized to the community or neighbourhood level. We are concerned to achieve this not only for recreation but for all community services, including what is now perceived as the formal schooling process.

Some communities in Ontario are trying to develop community-school programs which define their objectives in terms of:

- **Provision of an optimum education of the students attending the school through a continuous dialogue between the school and the community and through the use of human and physical resources in the community by the school.**
- **Provision of opportunities for all citizens in the community to make use of the school facilities for educational, recreational, cultural, and social pursuits.**

This broad definition recognizes that the aims and objectives for community and school programs must relate not only to parents but to the whole spectrum of the community and that both human and physical resources must be included.

We view the development of these community-school programs with great enthusiasm. In concept the community school encourages the use of learning resources outside the school by students and teachers. It encourages teachers to bring members of the community into the school as resource persons. It expects teachers and administrators to develop a consciousness of the community in which their students live and, thus, a sensitivity to and an acceptance of the needs and strengths not only of their students but of the community as a whole. It fosters community and student involvement in the affairs of the school, not only in terms of extra-curricular activities but in terms of the curriculum itself.

The community school recognizes the challenge for people in the community to take a major role in deciding how their needs in education and in other community services are to be met. In effect, it creates a decentralized unit, directly related to the individual community. Such a unit is conducive to community participation in the decision-making processes that will affect that community.

At the same time as we see a need for decentralization in the provision of community services we feel there is a very real need, at all levels of government, for coordination in the provision of services and the planning of facilities. We see the need for coordination among local government agencies and also among the Ministries at the federal and provincial levels of government.

Too often we have found that there is program and facility duplication among community and education agencies. We have heard of too many cases, where community recreation facilities sit idle all day while neighbouring school physical education facilities sit idle during the evenings and on weekends. Too often in our experience we have seen service agencies compete rather than cooperate in the provision of programs for the community. There is only one community; there are many agencies serving that community.

We believe, however, that coordination involves more than government agencies combining to make joint decisions in the provision of services. **By coordination we mean that all the resources available, both public and private, are brought together to meet the actual needs in individual communities.**

Unless coordination becomes the primary objective in the provision of programs, the needs of the community will not be fully served and the services and facilities will not be fully utilized. Day care centres in many municipalities in Ontario are not being used, not because there is no need for day care but because these centres are not located where they would be accessible to those who need day care services. Library facilities in schools are almost never opened to the community even though public library service may not be available locally.

We repeat that services must be coordinated with the actual needs of the community. This coordination can be achieved only if the members of a community are directly involved in determining what their needs are and how those needs — whether educational, recreational, cultural, vocational or social — are to be met.

□ **Community Coordination**

Taking the principles of coordination and decentralization, we have been concerned to develop a mechanism which could achieve community involvement and participation in the allocation and use of community resources. In trying to decide how such a mechanism should be constituted and how it should function, we started out by setting a number of guidelines. Specifically we decided that while we were interested in the idea of decentralization and neighbourhood government we did not want our solution to result in another level of government administration. We felt that since coordination of community resources was to be a key function of the proposed mechanism, it must not be dominated by any one governmental agency at the local level. It should not, for instance, be controlled by a school board or a municipal council. Moreover because we believe this to be an urgent problem, we wanted a mechanism capable of being operative immediately.

We accepted that the roles of many existing government agencies in the formulation and provision of programs would be substantially changed. We believed that an essential element of the mechanism would be the broadest possible community involvement in both planning and implementation of programs. Local area community councils seemed ideally suited to serve this purpose. In addition to grassroots involvement and participation, we felt that the proposed mechanism must also provide for some professional guidance and stimulation.

With these guidelines established, we set out to examine possible solutions to our problem. We examined in detail a series of alternatives before arriving at our final proposal. Through a process of elimination of alternatives which could not meet our guidelines, we arrived at a proposal which we consider practical, comprehensive, economical and consistent with our objectives.

(Because we expect that our discussion of the various alternatives may be of interest, we provide an outline of these alternatives in Appendix A.)

The first element in our proposal is the local area or neighbourhood Community Action Council. This Council would be formed on a voluntary basis to ensure that local needs and aspirations will be met through the coordination of all available resources. A Community Action Council will usually be organized to coincide with an elementary school area. Should it prove more convenient, however, or should it more closely meet a community's needs, the focal point of organization might very well be another community facility, for example, a public library or a church hall, a community centre or a secondary school. Membership on this Action Council

will be open to all residents of a given area. By definition, it must not be restricted to supporters of a school board or parents of school children or property owners or any other one group.

The community needs and interests defined by Community Action Councils will undoubtedly vary widely from one area to another. For some communities health needs may be of such great concern that the energies of the Action Council will be totally devoted to improving the provision of health services in the community. For other communities the need for recreation may be of overriding interest. In that case the Action Council may be primarily concerned with what recreation programs should be provided for the community and how the facilities available for recreation, including the school gym, will be used.

At any given point in time a Community Action Council may identify the community's most urgent requirement as the need for such services as day care or legal aid. This Action Council may see its most pressing concern as the curriculum provided for the children in the community. By the same token, an Action Council may decide that what the community needs is the use of the school as a centre where people can get together for such social functions as a dance or a wedding reception, on which occasions alcoholic beverages could be served.

A Community Action Council may very well decide, in fact, that it must concern itself with the provision of several or all services to the community and with the utilization of all resources in the community. The Community Action Council will find that the community's needs will be continually changing so that the priorities for action will also change with time.

The determination of these priorities must be the prerogative of the local area Community Action Council, not of a school board or any other governmental body. The role of each government agency which may be involved in the provision of services and program support to the community will be one of responding to the community's needs and demands, and working with the Community Action Councils to meet and satisfy those needs and demands.

The second key element in our mechanism is a group of trained personnel who will act as Community Coordinators. They will be hired by the Community Development Branch of the Ministry of Community and Social Services and allocated to defined areas in all parts of the province. The Community Coordinators' main purpose will be to stimulate the formation of local area Community Action Councils. In order to achieve this, these resource persons

will be working to encourage community involvement. The Community Coordinators will assist the Councils in identifying community needs and formulating the programs to meet those needs. They will bring information concerning the resources available for the support of community programs, and supply necessary liaison between the Councils and the various agencies providing program support.

Appointment of the Community Coordinators by the Province will, we believe, overcome the difficulty (which we encountered in several rejected alternatives) of having coordinators too closely identified with one government agency at the local level, to the detriment of their relationship with other bodies. We feel, however, that the Community Coordinator must avoid becoming burdened with the administrative duties that too often overtake people in a bureaucratic setting. While a Community Coordinator would presumably need a secretary, we do not envisage any other staff or equipment associated with the position. We would expect him to have access to equipment and resources already existing within the community.

The prime role of the Community Coordinator is to work with a number of communities or a number of groups within a single community to develop a solid basis for decentralized program development and operation. He will not be a supplier of programs, but rather he will be a resource person who can provide information, advice and ideas which bring Community Action Councils to the point of deciding what programs they need and wish to have in their communities and how to develop those programs.

As a first step in his work, a Community Coordinator would establish liaison with existing groups in the community by forming an Advisory Committee made up of representatives from a wide variety of government and volunteer service agencies. The Advisory Committee, which is the third key element in our mechanism, would be one means of establishing communication between the Community Coordinator and each of the agencies providing community services.

The Advisory Committee would be expected to provide useful information about the community and its resources. We do not see this Committee as having any powers of direction over the Community Coordinator the Community Action Councils or over the provision of programs. The Advisory Committee would simply be an aid for the Community Coordinator in his work with the Community Action Councils. In addition to providing information about the community, this Committee would serve as a liaison with the established support agencies in the community.

The make-up of the Advisory Committee will be left to the discretion of the Community Coordinator. It may include members of a variety of organizations, such as Municipal Council, the Social Planning Council, Volunteer Service Agencies, the School Boards, the Arts Council, the Health Board and the major industrial groups. The membership will be as broad as the Community Coordinator feels necessary to help him succeed in his work of stimulating the development of Community Action Councils.

The question arises as to how many Community Action Councils are necessary. Eventually there could be as many as there are communities. Based on the number of elementary schools in the province, there could be at least five thousand Community Action Councils but, in our estimation, there is the potential for perhaps even twice that number. Clearly, the roles of the government agencies providing community services and support will have to be considerably redefined in terms of decentralized decision-making and response to local community needs and demands.

The question as to how many Community Coordinators would be needed should also be examined. We believe that the need for community coordination, and thus for Community Coordinators, is widespread in Ontario. Yet we do not envisage a provincially-employed Community Coordinator being assigned to each Community Action Council, or even to each area served by an elementary school. We see a Community Coordinator's task as more than working in just one community or with just one group. We have estimated that a Community Coordinator would probably be needed for each area served by a secondary school. We expect that eventually there could well be about six hundred Community Coordinators hired by the Province. We realize, however, that this program will have to begin slowly and evolve to fulfill community needs. **To begin the program immediately we suggest that 24 Community Coordinators would be a start.**

(Details concerning a proposed distribution across the Province of the initial 24 Community Coordinators are included in Appendix A.)

As we have stated, we are convinced that a system of community services built on responding to locally expressed needs is required to achieve better utilization of our community resources. We believe that our proposed mechanism for community coordination, with its three key elements, the Community Action Council, the Community Coordinator and the Advisory Committee, would place control over community resources in the hands of the people directly concerned. Moreover, we believe that this mechanism is applicable throughout Ontario.

Already in many centres across Ontario there are community groups who have organized themselves to answer their own needs and solve their problems rather than waiting for government agencies to hand things down as they see fit. We believe that the proposed mechanism will recognize and strengthen the potential and value of such local initiative, as well as stimulate the development of local initiative in the rest of the province.

□ Community Education

We have proposed a mechanism for community coordination based on the development of community involvement. We now suggest that there is need to redefine the context within which the community, the school and education exist. We see the development of local area Community Action Councils as a step toward strengthening the ability of a local community to address itself to its own problems. But it is very clear to us that the functioning of the Community Action Council must be allied to and reinforced by the process of education.

The school as a facility, situated to serve neighbourhood, community or district, provides a natural focus for community activities and community services. In the days of the one-room school, the building was often used for many purposes, social, cultural and political. Today, the school is typically a large building with an impressive array of sophisticated facilities which are devoted for the most part to meeting traditional student needs only. We are concerned to bring the school, which has tended to define itself as a separate entity, back into community life. The school as a community facility can serve a much wider range of community needs.

Community use of schools has often been thought of as the way to integrate the school and the community. Community use of schools, which limits community access to only certain facilities, at certain times and for certain activities, does not recognize that the power to make decisions concerning community needs must rest with the community and not with the school board. Although community use of schools may be a starting point, we emphasize that the kind of community action we envisage must be based on community involvement and must go far beyond mere use of physical plant.

Community education is a concept in which everything affecting the well-being of all community members is of concern. The entire community is served through community education by bringing community resources to bear on community problems. The role of education is extended from the traditional concept of only teaching children in a formal setting to helping to provide for the educational needs of all community members.

The idea of community education states that the school, as an integral part of its community, must operate in such a way as to participate in the fulfillment of a community's needs. The school will only be effective when it involves the people it is attempting to serve in designing the programs and opportunities that the

education system is to provide. This suggests that education programs will have to be expanded to serve education needs in the community other than simply the formal schooling of children. It also suggests that new procedures and personnel for the planning, development and delivery of community services, including education, will be needed.

Total community involvement and shared decision-making are basic principles of community education. Students, teachers, principals, and other school personnel are defined as part of the community, as are parents and other adults, private organizations and other government agencies. Both lay citizens and professional educators have a unique and valuable contribution to make. Each cannot develop an adequate education program by themselves. Community education is a process whereby the whole community, not just the experts, would identify common needs and interests, and develop the resources and programs of service to fulfill those needs and interests.

It is our intention to show, through an examination of several of the current problems and issues that have been presented to us, what the community education approach would mean for Ontario.

■ Use of School Classrooms:

Most school authorities have been far too hesitant to allow use of classrooms by community groups. We are quite aware of the reasons given for keeping adults out of classrooms: teachers' morale is lowered and their work load is increased when materials and equipment left out by day classes are interfered with at night, the classroom furniture is not suitable for adult use, or a classroom littered with cigarette butts and empty coffee cups is hardly conducive to children's learning.

Such objections can be overcome in a number of ways. Proper storage space can be provided for the school materials that need to be preserved for future use. Better clean-up procedures can be instituted by community groups in cooperation with the school's custodial staff. But we believe that the elements most often lacking in solving such mundane problems are proper communication and understanding.

We have seen schools, including open-plan schools, where classroom use for community meetings and social functions is a confirmed practice. We do not accept the idea that classrooms must be retained for the sole use of the school student and for the sole purpose of formal schooling. In our

view, the Community Action Council would take on responsibility for ensuring that all parts of the school are used in whatever ways are suitable to meet the needs of the community.

■ **Falling Enrolments and Vacant Facilities:**

Nearly all community use programs have been confined to after-school hours. Even though shrinking enrolments, already in evidence at the elementary level, are certain to affect secondary schools before the end of the decade, the only immediate prospect for the utilization of excess facilities is that implicit in a handful of shared use agreements designed to accommodate on a temporary basis shifts in school population from the public school system to the separate school system. As for day time use of schools, we are aware that the dominant problem to date has been not how to fill available space, but how to stretch it to accommodate growing numbers of students. However, now that the tide has turned, it is time to reassess the situation and make sure existing facilities are being used to best advantage

We know that empty classrooms won't remain vacant. They will be used as study halls, drop-in centres music rooms or whatever. We feel, however, that the decision as to what is being done with the surplus space should not be the sole prerogative of the school board or the school principal. We can expect a school principal to develop countless ideas as to how to use such an empty room for the betterment of the school. We must ask, however, whether the need for a mudroom or a study hall is greater or more important than the need for a health clinic or a social centre for senior citizens or a day care centre? Who should make this decision: the principal by himself based on his responsibility for formal education or the community based on their problems and needs. We would prefer to consider how the surplus space can be used in service to the community as a whole.

Adult day time educational and social development needs could be substantially reinforced if the resources of the educational system were available to them on an equal basis with the schooling of children. We expect that some of the future slack at the secondary school may be taken up by adults re-entering the school system to upgrade their academic education. In some communities, this is already happening. There are important segments of the public who can only take advantage of community programs during day time hours: pre-school children in need of day care are an

obvious example; so are shift workers, mothers of primary school children and people too old or frail to join group activities in the evening. The needs of such groups might well be accommodated within the schools to the mutual benefit of everyone concerned. Not only would the school be providing a place for a day care centre or a senior citizens' group but the students could become involved in these community activities.

In our view, the responsibility for the use of empty classrooms rests with the community so that we would expect these decisions to be made by the Community Action Council. But knowledge on the part of the community will be a prime prerequisite in taking on this responsibility. This knowledge can only be gained with the involvement of the teachers, the principal, the school custodial and administrative staff, and the regional officials of the Ministry of Education. The process must obviously be reciprocal.

■ Curriculum Development:

Formal education is one of the needs to which a community must address itself. We are concerned to increase the relevance of a student's education experience to his home, his life and his community. Too often educators seem to perform as though there was no community to be served. Too often educators seem to consider that 100% of a child's education is received from the school. We wish to stress the need for interaction between school and community and the need for community involvement in the formal education process.

We find such token gestures at community involvement as that found in Circular H.S.1 (1973-74), issued under the authority of the Minister of Education, to be quite inadequate.

We consider that the "selection of courses" by students and their parents and the involvement of students in the "development of curricular and organizational patterns" do not constitute community involvement in a meaningful way. The community as a whole, parents, students, teachers, principals and other adults in the community, must become involved in developing not only the organizational structures for the curriculum of a secondary school but in the development of course content and in the implementation of curriculum. The success of H.S.1 may well depend on complete community involvement so as to ensure its relevance in meeting community needs.

(Circular H.S.1 (1973-74) directs the curriculum and administrative organization for implementation of the credit system in secondary schools. This circular may be obtained from the Ontario Ministry of Education, Queen's Park, Toronto, Ontario.)

■ Education for Leisure:

Although various resources which relate to leisure such as libraries, gymnasias, pools, auditoria and cafeteria have been incorporated into formal education and the school plant for the enrichment of the student, our educational system still emphasizes by the curriculum and the allocation of resources that its main function is just to prepare students to earn a living. It has failed to help teach us how to live. Because formal educational institutions have been kept apart from the rest of the community, they seem to have neglected the things that are perhaps most important in everyday life.

Faced with a relative freedom from work, we are concerned to realize that, as a society, we are not prepared for leisure. We believe that the educational system must recognize that changes in the nature of work and the amount of leisure are a reality. Periods of work may be interlaced at all levels with periods of training and retraining, of education and re-education and of recreation. These will be periods when a person can enlarge his capacities and develop new capabilities for work and for the enjoyment of leisure. We feel that the educational system must become more attuned to these changing patterns of work, education and leisure and that schools must include education for leisure in their regular curriculum to emphasize the benefits and implications of leisure for the community. This must involve the development of a new, more leisure-oriented teacher training and selection program.

We see the need in the school for new programs of physical and cultural recreation which emphasize individual and community-based activity. This is not a matter of just recommending golf or curling as carry-over sports, but of recognizing that ethnic background, socio-economic class and place of residence will all affect the type of activities that a student may be able to carry-over to adult life. We would like to see a balanced program giving as much emphasis to arts, crafts, music and theatre as to sports and as much emphasis to individual as to team sports.

We wonder why there has to be so much compartmentalization in education and recreation. Art and other recreational activities should not be so segregated from the learning

process; sports and other recreational activities should no longer be defined in terms of the traditional male and female roles.

We believe that schools should encourage students to develop their personal abilities and interests not only at school but through participation in community recreation and social service activities as well. Such an approach would lead to earlier and stronger involvement of the individual in the community. It would also help the individual to recognize how and where to satisfy his present and future needs for recreation. To encourage this such participation in community activities outside the school should be recognized for credits in the formal education program.

■ Resources for Education:

One of the cornerstones of community education is the coordination and utilization of all the skills and talents available within the community. The implications of this are far-reaching and complex. Who is or should be entitled to teach, and what skills and talents are worth communicating?

The professional teacher is not the only human resource for education. Other persons, such as performing artists, technical experts, people from other professions including the business world, possess a variety of special skills which could contribute in many ways to the learning process. Under the present school system, admission to the teaching profession is restricted to holders of a teaching certificate obtainable essentially on the basis of academic achievement. Resource people from the community may be brought into the school from time to time, and a handful of boards engage uncertified volunteers to act in an assistant capacity. Because of present accreditation arrangements these people, whatever their ability or expertise, cannot join the regular staff and be paid on a regular basis for their services.

The rigidly enforced accreditation process effectively deprives school children of educational benefits which could be derived from the skills and talents of uncertified individuals. We consider that differentiated staffing which would include both paid and volunteer aides and community resource personnel other than certified teachers must become an integral part of the formal education system. An obvious example is the teaching of a second language. There are many citizens whose native language is, say, French or

Italian, and who may have a natural affinity for teaching yet they are barred from the schools unless they spend a minimum of four years qualifying for a certificate. We are convinced that an hour or two of general conversation with a person totally fluent in the language under study could be at least as valuable for the student as a session in a modern language laboratory.

Teachers have perhaps taken too many tasks and functions upon themselves. The teaching profession seems to have declared education to be its exclusive preserve. For instance, early childhood education specialists are not considered fit to teach within the school system even though their duties in a day nursery may be indistinguishable from those of kindergarten teachers. It also is hard to believe that a graduate in speech therapy, who treats hundreds of children in a clinic or hospital, is not competent to perform similar duties within a school system without the dispensation conveyed by a teaching certificate, or that public librarians, who satisfy the needs of a vast student clientele on week-day nights and weekends, could not do the same within the setting of school libraries.

The presently required "teacher certification" qualification for others needed within the educational system must be abandoned as a requirement and as an expectation. In order to tap the broad education potential of the community, school boards should be granted the freedom, and encouraged, to employ for special tasks whomever the community feels can best serve its needs, regardless of academic qualifications or certification.

The heavy emphasis on academic competence in the teacher accreditation and promotion processes, along with an almost total disregard for other qualifications, discourages teachers from seeking out potentially enriching experiences which lack the profession's seal of approval. "Upgrading," as every teacher knows, is a matter of university credits or attendance at departmental summer courses, not work in an immigrant reception centre or a vacation spent in an Eskimo village. We are disappointed to realize that the educational system seems to make it extremely difficult, if not impossible, for teachers to be involved in the community, or to gain an understanding of why they should be involved in the community, or even of why the community should be involved in the school. We would like to emphasize that teachers have an important role in community education.

Teachers should be encouraged to bring volunteers from the community into the formal schooling process. There are many supporting activities which volunteers can perform that will improve the quality of schooling and of community life. Volunteers may be adults who have children in the school. They may be persons engaged in higher or further education or they may be in retirement. They may also be students performing community services as part of their education programs.

At the same time that we see a very important place for community volunteers in the schooling process, we believe that the idea of community work should also be built into the school curriculum. More learning projects keyed directly to local community affairs are needed. Students should be encouraged to participate in community services and to take on leadership roles in community activities. The value of such experiences must, however, be given recognition in the curriculum through the awarding of credits for community work.

■ Child Care and Development:

Priorities have been set in the provision of day care, in terms of the children of one-parent families, and the children of lower-income families where both parents have to work. We feel that day care should no longer be treated, in provincial policies and legislation, as a welfare function. Since a child's development and learning start long before he enters school, day care must be viewed as an educational experience for a child rather than just physical care.

It is essential to recognize that day care does not just refer to full-day care of a child, but rather day care includes a wide range of services and resources. Which services are needed depends very much on the problems of the particular community and the particular family. In an area where mothers are not working outside the home, a half-day nursery may be a more desired resource. In any case, day care services must be flexible so as to meet the needs of each child and each family. If these services were flexible enough to meet the individual and particular needs of each child, then all families could be expected to find them beneficial. For example, some children need care on Saturdays and Sundays when parents work weekend shifts. The present provincial regulations do not recognize this sort of need.

The potential in day care for pre-school education must be recognized. In fact, we would prefer to use the term "child care and development" rather than "day care" and we see this as including infant care. In many areas, nursery school and other early childhood educational opportunities seem to be available only to the children of culturally and financially privileged parents; the children of lower income families do not have such opportunities very often. We would like to see the development of a system of child and infant care based on universal availability, integrated into the development of early childhood education as a component of the education system for Ontario. At the same time, however, we recognize that there are many social problems related to child care. For this reason, we feel that child care and early childhood education as an integrated program should be a responsibility of the Minister of Community and Social Services and not the Minister of Education. The development of this program should be based on the principles of community involvement and community coordination outlined in this report.

Obviously, an integrated system of child care and development, universally available, would be an extremely expensive service, the cost of which could not be carried by one level of government alone nor solely by public funds. We would particularly like to emphasize the role that private industry should play in the provision of child care services. We find, however, that the present regulations set out by both the Province and the municipalities, have hindered participation of private industry in child care. Many of the regulations, for example, the specified hours of operation or municipal zoning by-laws, do not seem to be related in any way to the quality of care or to the answering of actual needs.

We can well expect that if enough space were free in an elementary school, it might be appropriate for a child care and development centre. One of the major advantages of such centres in schools is the accessibility to the local community. Some empty classrooms could be taken over quite easily for child care and development but we do not wish to suggest that all empty classrooms should be turned into child care centres. The unused school space will not necessarily be located in the areas where child care services are needed and it may not be appropriate. A more useful solution may be to provide child care and development centres in conjunction with secondary schools. In our view, the Community Action Council which can determine the need for child care, should determine where and how that need should be met.

When considering locating child care and development centres in schools, we are speaking of more than just physical location: we are concerned to encourage much closer rapport and cooperation between education and other community services. Since a child's development and learning does start long before he enters school, child care should be viewed as educational in nature. To provide the child with continuity throughout his early years, much closer cooperation between school and child care is needed. The relationships among early childhood education, school kindergarten and the early stages of formal schooling need further study.

After-four programs are one kind of child care that fits particularly well into the school environment. After-four programs coupled with noon-hour and before-school supervision are designed to care for school children whose parents are working so that there is no one in the home to supervise out-of-school activities. School facilities present a perfect place for these programs because the children are already there. All that is needed is adult supervision and a qualified staff to plan programs. Many of these adults may be volunteers from the community or students from the secondary school. Although these programs are not expensive to run, we find that jurisdictional differences have, in many cases, caused difficulties. There often seems to be conflict over whether the principal of the school should take on responsibility for these programs or whether municipal recreation personnel should take over. Again, we would expect the Community Action Council to deal with this problem using the resources of the school, the municipality, the Province and the community.

■ School and Public Libraries:

We find that little information is available on what schools actually do in the field of library service. Data concerning the library resources and services in Ontario's school system are not, it seems, presently compiled. We find that school and library professionals' thinking on what constitutes "adequate" school library collections and services is very ill-defined.

The school library is there, we are told, to serve the requirements of the school's curriculum. It is not capable of serving any other purpose. However, in the absence of any detailed information as to the effectiveness of the school library within the school system, we find reason to question whether the school library does, in fact, serve the school

curriculum. Night school students have virtually no library service from the schools where they take their courses. Many schools offering night school courses open the school library for only a very limited period of time each evening and most will not lend school library materials to these students. Large numbers of secondary school students apparently have to descend periodically on the public libraries to complete their school assignments, often to the point of over-loading the public libraries with requests that are directly related to the school curriculum.

We have heard of a few school libraries instituting weekend and evening programs in the past, but we find that no records or written evaluations of these programs have been kept. The reasons for failure, if indeed they were a failure, have apparently not been of concern to the school system. We also find that school libraries are almost never open for public use. While the public library, as a rule, does not differentiate between the student and the public, the school once again has found a means of isolating itself and its students from the rest of the community. We are encouraged by the few instances in Ontario where public library branch collections have been placed in school libraries. The community has a place in the school library.

Every school library cannot be expected, perhaps, to serve as a branch of the public library, but we are convinced that a school's library can serve more than just the students of that school. School library resources should be available to the community. Moreover, the community should be involved in deciding what kind of library is needed, what books and other materials should be kept there, when the library should be open and how it should operate.

Clearly, no single library can possibly meet all the informational and educational needs which might arise in a community. A program in which different libraries loan material to each other helps overcome this difficulty. Library inter-loan networks, in which the resources of the entire system are equally accessible at any lending point in the system, can produce a number of useful results. They give both school and public librarians a better knowledge of each others' resources and demands. They match resources with demand and give a broader picture of school library collection and demand as opposed to public library collection and demand. Areas of collection and service in which school and public libraries should specialize or share become evident. We

would like to encourage further development of school-public library inter-loan systems.

■ **Recreation Services:**

The emergence of free time and leisure as an important segment of our everyday existence needs increased recognition by all levels of government. We have already expressed our concern over the impact that leisure is having and will have on individuals and communities. The responsibility in creating a wide range of leisure opportunities through the provision of recreational, cultural and educational programs must be shared by a large number of governmental agencies, private, commercial and industrial organizations, and community groups. We are most interested at this point, however, in the role of municipal recreation authorities in meeting this responsibility.

The primary function of the municipal recreation authority has been defined in terms of serving the leisure needs of the community through the development of recreational opportunities and the provision of recreation services. Recreation has most often been defined in terms of creating opportunities for leisure and in terms of helping individuals and the community to help themselves in their use of leisure time. Unfortunately, most recreation agencies seem to have placed their emphasis on the provision of program rather than on the development of opportunity.

To begin with, recreation is too often interpreted as meaning sports and especially team sports. While physical activity may be an important element in recreation, we believe that such a narrow interpretation is dangerous to the idea that recreation is an essential part of community life. The broad possibilities for recreation which will emphasize leisure activities for people of all ages and interests need to be more widely explored by those working in the recreation field.

Although municipal recreation agencies defined their role for us as recognizing the resources in the community, we found that many private service agencies and many individuals in the community feel they are being ignored and excluded in the provision of recreation services. Although the key to recreation programming was identified for us as determining and catering to the needs and wants of the community, we were told that many find the recreation programs offered do not relate to actual interests and needs. Residents of new suburban developments, for example, find there are almost no recreation opportunities: schools could be used, but there

A school may be thought of as a centre for living and learning which could serve as a base for any community service. It could be a resource centre incorporating:

- a public library
- a museum
- a public health clinic
- a study centre
- a social services consultation unit
- a child care and development centre
- a meeting place for the elderly
- a youth club
- a skill retraining centre
- an art gallery
- a recreation centre, indoor and outdoor
- an information centre
- a community communications post

The integration of school and community needs, however, should not be limited to only public services and facilities. Space could well be provided in such a centre on a lease basis to community-oriented businesses such as food markets, book stores, drug stores and restaurants.

On the other hand, space could also be found on a lease basis in a shopping centre or a group of housing units for the facility serving the community's education needs. We see no reason why the ground floor of an apartment building should not be used to house the primary grades of an elementary school. Such an arrangement would solve many a problem for working mothers if child care programs were also included. It would save the tax-payer the expense of building a new facility for the school. It is certainly a way to delay the building of a new facility until the new community is well enough organized to discover its problems and express its desires.

In fact, the terms education and school may become blurred to the extent that the total resources of the community would be almost synonymous with a school. In a large, high density, residential project, the physical community could well provide a number of scattered classrooms and an open area such as a large park which together may actually be a school. But, none of this can happen, we believe, as long as the Province through the Ministry of Education places the emphasis on the isolation of formal education from the normal processes of community life. Just like curriculum guidelines and certification regulations, the building guide-

lines must be made relevant to the community and its needs. We would like to see far less emphasis placed on schools as permanent facilities. The idea of "throw-away" schools, temporary or permanent, multi-purpose structures, appeals to us. Far more examination of degrees of permanency in building and of the problem of redundancy seems to be needed.

In addition, the design and planning of educational facilities in general, and schools in particular has almost totally ignored the needs of the physically handicapped. Many learning opportunities are lost to this sizable group in the community because of special transportation, access and facility considerations which are not presently recognized. The Province should assure access for the physically handicapped to all educational facilities built in the future through the adoption of the *National Building Code, Supplement Number 5* which outlines design and building criteria that could accommodate many of the problems of the physically handicapped. At the same time, measures should be undertaken to make existing school facilities accessible to all members of the community.

■ Financial Considerations:

All our hearings to date, and many of the briefs we received, have stressed the financial problem. On the one hand, various community service agencies, community groups and organizations, and individuals kept repeating, "The schools are charging exorbitant rental fees for the use of facilities that our taxes built." Whereas, school board spokesmen would reply, "We would be glad to make the schools available, free of charge, if only we had the money. The limited funds we have must be devoted to the education of your children. That is our job."

Both sides have a legitimate case. If schools are to be considered community facilities, as we believe they must be, and not the exclusive property of the school boards, then charging rental fees for use by community groups seems difficult to justify. Yet, it is an undeniable fact that keeping schools open past their usual closing time involves additional costs in terms of maintenance, administration, and depreciation of equipment: costs that are not directly related to the formal education of children and young people.

Schools have been defined in terms of formal schooling only and their operation has been defined in terms of the traditional school term, school week and school day. We find this

definition erroneous. Facilities sitting idle, as they often do now, because no one can afford to use them, are sitting idle because the actual costs of operation have not been acknowledged. In order to develop programs for adequate community service and for the use of facilities, the costs of operating schools must be calculated on the basis of twenty-four hours a day, seven days a week, fifty-two weeks a year.

Some of the costs which school boards have attributed to community use of schools at the present time seem, however, to be questionable. We are told for instance that, for reasons of safety, security or liability, it is essential for a caretaker to be present whenever the school is being used. This stipulation has led to substantial overtime wage payments for evening and weekend use, the cost of which has usually been passed on by the school board to the community users. If it is true that only the presence of a caretaker can safeguard facilities then the contracts negotiated for custodial services have failed to recognize the need for work shifts based on a seven-days-a-week operation. We are not convinced that a caretaker's presence actually is an essential requirement. There are a variety of arrangements for both supervision and maintenance which eliminate the need for the caretaker's presence all the time. We note that when schools are opened up to the community, vandalism decreases.

We expect that maintenance costs could be cut by eliminating the obsession with cleanliness which seems to afflict our school authorities. The administration costs presently incurred by school boards and municipal recreation agencies for the community use of schools may also be quite unnecessary since the control of decisions concerning use belongs to the community. In addition, while we have been told about the costs to the school boards for the replacement of equipment, we were also told that offers by community groups and service agencies to share in the provision, use and maintenance of equipment were usually refused. School equipment, whether a baseball or a typewriter, is apparently considered to be different from community equipment. We obviously do not find this distinction realistic.

While we may question some of the estimates which have been submitted to us concerning the extra costs involved in opening up schools as community facilities, we are convinced that Provincial policy must recognize, through the application of funds, the full operating and maintenance costs

of schools. We do not accept the new classification of costs attributable to the community use of schools as "supplementary expenditures" which are not eligible for grant or subsidy. At the same time, we do not believe that plant operation and maintenance of schools should be included as "ordinary expenditures" which are subject to the provincially imposed expenditure ceilings. The idea that the trade-off in education must be between teacher-student ratios and keeping facilities open is unfortunate. Plant operation and maintenance, in our view, should be more closely related to the planning and provision of facilities. Total school operating and maintenance costs should be classified as "extraordinary expenditures" and made eligible for provincial grants.

We have already stated our interest in innovative school design and integrated planning for schools as community facilities. The Committee on the Costs of Education, in their second interim report, recommended that "the basic allowance for space and expenditure for a capital project be determined on the number of square feet per pupil and a dollar amount per square foot" (Recommendation 7). Since we find the present capital grant plan for schools too restrictive, we not only support their recommendation but urge that the potential contained in this recommendation for meeting both community and educational needs be recognized and developed. In addition, we find the provincial capital grants for libraries, recreation and other community facilities are extremely low. In cities with a high assessment base for property taxes, there are municipal funds to pay for some of these facilities; in small centres with a limited assessment base, there is little possibility of providing for such amenities. The main solution to this problem has, to date, been the funds made available under the Community Centres Act which are quite inadequate.

☐ We have been told that there cannot be two authorities in the school at the same time. In our scheme of things, however, we see only one authority in the school since we take the school to be an integral part of the community. School personnel are seen, not so much as employees of the school board, as partners with everyone else in the community. We feel that the entire school hierarchy, the student, the custodian, the teacher, the principal, must be involved with the community in the formulation and implementation of programs to meet community needs and desires.

We suspect that a very real stumbling block to the success of our proposed mechanism for community involvement and community

coordination will be "attitudes." People working in the schools will have to approach their work quite differently from the way they do now. We say, let the schools get on with serving the educational needs of the community, but let them do this within a context which allows the community to participate in the process of deciding what their educational needs are and how they are to be met. The question arises as to whether educational and administrative professionals in the school system have the ability to meet the demands which will be placed upon them. Their training has perhaps not given them the skills and the knowledge necessary to operate within this community-based context.

At the same time, we expect that people in the community will have to overcome feelings of distrust and resentment in some cases, as well as an unwillingness to get involved. Clearly, information, education and communication must be emphasized as the bases from which community education can evolve. Attitudes can and do change as knowledge is gained of the opportunities that can be achieved through community action and cooperation.

The Select Committee on the Utilization of Educational Facilities
Interim Report Number One
Appendix A

■ **A Mechanism for Community Coordination**

As part of the task of finding ways and means of increasing the utilization of educational facilities, the Committee found a need to develop a mechanism which would, through the functions of coordination and decentralization, achieve local community involvement in the allocation and use of all available resources.

Guidelines were set by the Committee for the mechanism:

- Decentralization and neighbourhood government are to be achieved but in such a manner as to avoid the creation of another level of government administration;
- Since coordination of community resources is to be a key function, the mechanism must not allow domination by any one government agency at the local level;
- The mechanism must be capable of being operative immediately. The roles of existing government agencies would, however, be expected to change in response to the new mechanism.

The Committee identified two essential ingredients of the proposed mechanism in terms of the broadest possible community involvement in both planning and implementation of programs and the provision of professional guidance and stimulation for the development of local community action. The two key elements were thus defined:

- Local Area Community Councils;
- Community Coordinators.

With these key elements identified and with the guidelines established the Committee set out to examine possible solutions. To provide an understanding of why the Committee chose the solution it did, a description of the alternatives studied is presented here.

The first solution examined was the already existing Model System for Recreation and Social Services proposed by the Study Committee on Recreation Services in Ontario. Frequent references to this Model were made during the Committee's hearings throughout the Province. Closer questioning, however, often brought a common response: "The Model is an excellent idea but it won't work in our community." The Committee rejected this Model but found its existence had laid a good deal of the necessary ground work.

The second solution we considered involved the creation of a Coordinating Committee made up of elected representatives from the municipal council, the board of education and the separate school board, appointed or elected members from such local government agencies as the library board, the recreation and parks committee, the health board, the planning board, etc. and several community representatives. This Coordinating Committee would hire Community Coordinators who would work towards the formation of Local Area Community Council. A Community Council would be formed in the area served by an elementary school and would be made up of parents, students, school personnel and non-parent residents of the area. This solution seemed to answer most of the Committee's guidelines in that it would recognize existing government agencies, involve the community in the Coordinating Committee, and provide professional guidance through the community coordinators. Nevertheless this solution was rejected on several grounds.

First, the kind of coordination envisaged would presuppose coterminous geographical boundaries within which the various agencies of local government would operate. There is little foundation for such an assumption in Ontario. Here, the jurisdiction of a village, township or municipal council normally extends over a much smaller area than that administered by school boards; regions for the provision of library service at the provincial level do not coincide with education regions; recreation agencies, outside large cities seldom operate within the same boundaries as school boards. Coordination of services and even a definition of objectives within such a fragmented structure seemed extremely difficult if not impossible.

Second, coordination implies active cooperation not only among elected representatives but also their supporting staffs. The Coordinating Committee would not provide the means of bringing together government personnel to the point of coordination in their administration of programs.

Third, since a municipal council is a multi-purpose government body the key function of coordination is presumably part of its on-going work. The proposed Coordinating Committee would in effect recreate, under a new name, something which already exists. Duplication of existing governmental structures was clearly counter productive and incompatible with the guidelines set down.

A third solution was based on the observation that services provided by local governments could be grouped in two broad categories: those which deal with public utilities, and those relating to the provision of services. It would therefore seem logical to establish two local government authorities, one of which would be responsible for community utilities such as sewers, roads, water, the other for community services including education, recreation, health, and social services. This latter body, tentatively named Social Development Board, would be responsible for the coordination of programs of service and facility utilization. Community Coordinators would be hired by this board to work on the formation of Local Area Community Councils.

In the long term there might be considerable merit in adopting such a change in local government structure so as to achieve a more comprehensive system of coordination. The Committee, however, was anxious to find a course of action which could be implemented within a matter of months, not years. This third alternative was not acceptable as a short-term solution.

Like the second alternative, this solution would require coterminous boundaries for the provision of services. In addition, the Social Development Board, in its responsibility for the administration of services which consume perhaps as much as three-quarters of the local tax revenues, would appear to have the kind of spending powers which properly belong to municipal councils.

This third alternative also tended to suggest a willingness on the part of local Separate Schools to allow their identities to be submerged in the proposed Social Development Board. While the establishment of such a board would not necessarily imply the dissolution of the Separate School system (two systems are, after all, already administered by one Ministry at the provincial level), this alternative did not seem to present a politically or socially feasible solution, for the present time.

If coordination of local services was to be a key function of municipal council, as previously suggested, then municipal council would appear to be the logical body to employ one or more Community Coordinators, acting as catalysts in the establishment of Local Area Community Councils. There were two problems in this fourth approach.

First, as municipal council employees, the Community Coordinators might easily become more closely identified with the municipal administration than the Community Councils they were supposed to serve. Second the effectiveness of Community Coordinators would depend to a large extent on their relationships with school board personnel. The ability of Community Coordinators to match community needs with the provision of services and facilities might be seriously jeopardized, if those relationships were weak or negative. In areas where the relationships between municipal council, board of education, and separate school board tended to be competitive rather than cooperative, or tended not to exist at all, a Coordinator hired and paid by municipal council might not enjoy the full confidence or cooperation of the school boards. We wanted to avoid this danger.

The obvious alternative to the above situation would be to have the board of education rather than municipal council employ the Community Coordinators. This solution might help to obviate the risk of friction between school board personnel and the Community Coordinator but it might create the more serious danger of dividing community coordination along religious lines. The Committee would not be interested in a system of community services which divides people according to their religious faith. School boards may be constitutionally entitled to their separate identities for the formal schooling process at the elementary level, but the broader concept of education adopted by the Committee can be exercised only on a community-wide basis.

By process of elimination, we finally arrived at the proposed mechanism involving local area Community Action Councils, Community Coordinators employed by the Province through the Community Development Branch of the Ministry of Community and Social Service, and the local area Advisory Committees to aid the Community Coordinators in their work.

To begin implementation of their proposed mechanism the Committee would envisage the employment of 24 Community Coordinators by the Province as soon as possible. The pattern of distribution for the Community Coordinators found in Figure 1 is suggested by the Committee, based on the following factors:

- Population;
- Land Area;
- Transportation Conditions and Time;
- Number of School Boards Involved.
- Number of Elementary Schools;
- Number of Population Centres in which Elementary Schools are found;
- Number of Secondary Schools;
- Number of Population Centres in which Secondary Schools are found.

In making this proposed distribution for the first team of Community Coordinators, the Committee does not wish to make a binding suggestion. We do, however, see the need for at least 20 and perhaps 30 Community Coordinators to begin the implementation of the proposed mechanism for community coordination. We were most concerned to have the principles outlined here-in for the distribution of Community Coordinators throughout the Province accepted as binding.

Figure 1.

Community Coordination.

Distribution of Initial 24 Community Coordinators

Location of Coordinators	Coordination Area
1. WINDSOR	ESSEX and KENT Counties
2. LONDON	LAMBTON, MIDDLESEX and ELGIN Counties
3. BRANTFORD	BRANT, OXFORD, HALDIMAND and NORFOLK Counties
4. CHESLEY	BRUCE, GREY, HURON, and PERTH Counties
5. HAMILTON	WENTWORTH County
6. ST. CATHARINES	NIAGARA Regional Municipality
7. FERGUS	WATERLOO Regional Municipality and WELLINGTON County
8. ORANGEVILLE	DUFFERIN, PEEL and HALTON Counties
9. BRACEBRIDGE	SIMCOE County, PARRY SOUND and MUSKOKA Districts
10. TORONTO	City of TORONTO, Boroughs of YORK and ETOBICOKE
11. EAST YORK	Boroughs of EAST YORK, NORTH YORK and SCARBOROUGH
12. OSHAWA	YORK and ONTARIO Counties
13. PETERBOROUGH	VICTORIA, DURHAM, PETERBOROUGH, NORTHUMBERLAND and HALIBURTON Counties
14. NAPANEE	HASTINGS, FRONTENAC, LENNOX and ADDINGTON and PRINCE EDWARD Counties
15. PERTH	RENFREW, LANARK, LEEDS and GRENVILLE Counties
16. CORNWALL	DUNDAS, STORMOUNT, GLENGARRY, RUSSELL and PRESCOTT Counties
17. OTTAWA	OTTAWA-CARLETON Regional Municipality
18. DRYDEN	RAINY RIVER and KENORA Districts including PATRICIA PORTION
19. THUNDER BAY	THUNDER BAY District
20. CHAPLEAU	Northern parts of ALGOMA and SUDBURY Districts
21. SAULT STE MARIE	Southern part of ALGOMA District
22. SUDBURY	Southern part of SUDBURY District
23. KAPUSKASING	COCHRANE District
24. NEW LISKEARD	TIMISKAMING and NIPISSING Districts

The Select Committee on the Utilization of Educational Facilities
Interim Report Number One
Appendix B

■ Written Submissions Received by the Committee

Almonte and Area Community Information and Support Project.

Jack V. Andre, Orillia.

Morris Ashbury, Walkerton.

Association Canadienne-Francaise de l'Ontario, Ottawa.

Atikokan Board of Education.

David Bakan, York University, Downsview.

Dean Barner, Northern College of Applied Arts and Technology, South Porcupine.

Miss Mary Anne Bellis, Windsor.

John F. Bennet, London.

Mrs. D. Ray Bouvier, Toronto.

Boy Scouts of Canada, Toronto.

Boy Scouts of Canada, Kingston Regional Council.

Boy Scouts of Canada, Port Colborne District Council.

Air Vice Marshall, D.A.R. Bradshawe, President, Confederation College of Applied Arts and Technology, Thunder Bay.

Laurie G. Branch, Director of Recreation Services, Town of Burlington.

Brant County Board of Education.

Brooklin Horticultural Society.

Bruce County Board of Education.

Canadian Society for Creative Leathercraft, London.

Canadian Society for Creative Leathercraft, Woodstock.

Canadian Swimming Pool Design Services, Ltd., Waterloo.

Carleton Roman Catholic School Board.

Carleton University, Ottawa.

Centennial College of Applied Arts and Technology, Scarborough.

Centreville Community School Association, Kitchener.

Chatham Memorial Community Centre.

Child Development Centre, Welland.

Le Conseil des Ecoles Separees Catholiques du District de Cochrane-Iroquois Falls.

Conestoga College of Applied Arts and Technology, Kitchener.

Mrs. H. Marjory Cott, Forest.

Don Mills Residents' Association.

Dorchester and District Athletic Association.

Dorchester Lions Majorette and Dance Corps.

Mrs. Norma B. Drummond, Scarborough.

Dryden Board of Education.

Mrs. Barbara H. Durant, Brockville.

C.S. Edwards, Toronto.

Essex County Roman Catholic Separate School Board.

Fairmeadow Home and School Association, Willowdale.

W. James Ferguson, Toronto.

P. Floroff, Toronto.

W. Frank, Toronto.

Frontenac-Lennox and Addington County Roman Catholic Separate School Board.

Lorne V. Funnell, Hamilton.

S. Garland, Toronto.

George Brown College of Applied Arts and Technology, Toronto.

Georgetown Tennis Club.

Gloucester North Social Goals Advisory Committee.

Grey County Board of Education.

W. James Griffis, Port Arthur.

Board of Park Management for the Corporation of the City of Hamilton.

A.T. Hastey, Clerk, City of Ottawa.

Ian Havard, Toronto.

Mrs. Stewart Henry, Walkerton.

Hillcrest Public School After-Four Program.

Mrs. Ella Hosak, Woodstock.

Huron-Perth County Roman Catholic Separate School Board.

Interested Parents, Ward 10, Toronto.
Mrs. Ene James, Rexdale.

Miss J. Kabayama, Sir Wilfred Laurier High School, Ottawa.

Kingsley Community School and Resource Centre, Toronto.

Kingsville and Gosfield South Board of Management and Control.

Kinsmen's Club of Walkerton.

Kitchener Parks and Recreation Commission.

A. Korkola, Vice-Principal, Marathon High School.

Miss Helen Kyriakopoulos, Toronto.

Lakehead University, Thunder Bay.

Leeds and Grenville County Board of Education.

Loyalist College of Applied Arts and Technology, Belleville.

Miss Shelagh Luka, Willowdale.

Manitoulin Board of Education.

May Court Club of Windsor.

Mrs. Mary A. McIntosh, Scarborough.

Metropolitan Toronto Library Board.

Alex E. Niaclar, Ottawa.

Niagara College of Applied Arts and Technology, Welland.

Niagara South Board of Education.

Miss Dagmar Nikolich, Oakville.

North Dorchester Recreation and Community Centre Committee.

Board of Education for the Borough of North York.

Northern College of Applied Arts and Technology, Timmins.

Ontario Association for the Mentally Retarded, Toronto.

Ontario Federation of Labour.

Ontario Horticultural Association.

Ontario Library Association.

Ontario Municipal Recreation Association.

Ontario Municipal Recreation Association, Niagara Zone.

Ontario Provincial Library Council.

Ontario School for the Deaf.

Ontario School Trustees' Council.

Ontario Secondary School Teachers' Federation.

Oshawa Horticultural Society.

Oshawa Minor Hockey Association.

Oxford County Weavers Guild.

Parent Cooperative Preschools International, Ottawa Council.

Park Business College, Hamilton.

Queen's University, Kingston.

Quetico Education Centre.

Quinte Arts Council, Belleville.

R.C. Quittenton, President, St. Clair College of Applied Arts and Technology, Windsor.

George Redman, Ottawa.

Rehabilitation Institute of Ottawa.

Blayne Rennick, Commissioner of Parks and Recreation, Galt.

S.G. Reynolds, Brantford.

Mrs. Arnold Rolstin, Walkerton.

Mrs. T. Smith, Hamilton.

Social Planning Council of Metropolitan Toronto, Community Day Care Committee.

Social Planning and Research Council of Sarnia and Lambton, Inc., Day Care Committee.

Sof-Tex Cleaning Processing Corporation, Downsview.

Lionel Spector, Ottawa.

St. Clair College of Applied Arts and Technology, Windsor.

Stormount, Dundas and Glengarry County Roman Catholic Separate School Board.

Teacher-Librarians of Lambton County.

Edra Thompson, Vineland.

Thunder Bay Public Library.

Conseil des Ecoles Separees Catholiques du District de Timmins.

Toronto Public Library.

Bernard Turowetz, Toronto.

Urban Development Institute, Ontario.

Walkerton Women's Institute.
Miss Edith Webber, Woodstock.

Welland County Roman Catholic Separate School Board.

James E. Wilson, Hamilton.

Miss Peggy Witt, Toronto.

York District Canadian Power Squadrons.

The Select Committee on the Utilization of Educational Facilities
Interim Report Number One
Appendix C

■ Hearings and Public Meetings

Toronto
January 26, 1972

Hon. Robert C. Welch, Minister of Education.

W.W. Coulthard, Chairman, Task Force on the Community Involvement in Schools, Department of Education.

R.J. Stirling, Chairman, Task Force to Study Joint-Occupancy Use for Schools, Department of Education.

George Waldrum, Chairman, Task Force on the Year-Round Use of Schools, Department of Education.

Don Garvie, Youth and Recreation Branch, Department of Education.

Miss Shannon Rowe, Youth and Recreation Branch, Department of Education.

Toronto
January 27, 1972

Hon. John H. White, Minister of University Affairs.

A.P. Gordon, Assistant Deputy Minister, Department of University Affairs.

J.D. McCullogh, Capital Support Branch, Department of University Affairs.

Oshawa
February 2, 1972

Central Ontario Joint Planning Board, Wm. F.H. McAdams, Director of Planning.

Durham College of Applied Arts and Technology, Dr. G.E. Willey, President.

Ontario County Board of Education, S.E. Lovell, Trustee; K.D. Munro, Director of Education.

Ontario County Roman Catholic Separate School Board, E.J. Finan, Superintendent of Separate Schools.

Oshawa Recreation Department, W.M. Brewster, Director of Recreation; A.G. Nelson, Assistant Director.

Traveliner Company Ltd., Ajax, E.S. Kolodzie, Vice-President, Administration.

Tony Peleshok, Oshawa.

Peter Cekuta, Oshawa.

Lakeview Tenants Association, Oshawa.

Dr. G.B. Doherty, Oshawa.

Paul Jakewitz, Oshawa.

Toronto
February 3, 1972

Robert Orr, Trustee, Toronto Board of Education.

North York Education and Community Council, Mrs. J.R. Baldwin,
President.

Wayland Research Company, James Gillen.

Recorder Players Society, Toronto, Miss K. Baikie.

Canadian Amateur Musicians, Southern Ontario Branch, Martyn Rice,
Vice-President.

Association for Early Childhood Education, North York,
Mrs. A. Scott-Anthony, Mrs. E. Tremain.

Miss Barbara Mahler, Toronto.

The Association for Part-Time Undergraduate Students, University of
Toronto, Miss Susan Geason.

Gordon Cressy, Trustee, Toronto Board of Education.

Community Consultant Services, Toronto.

East York Federation of Residents and Ratepayers Associations, Roy
Brigham.

P. Lalonde, Toronto.

Mrs. Fiona Nelson, Trustee, Toronto Board of Education.

Dennis Colby, Toronto.

Ontario Association for Continuing Education, Arthur Bullied.

Hamilton
February 8, 1972

Mohawk College of Applied Arts and Technology, S. Mittminger,
President.

Board of Education for the City of Hamilton, Dr. F.A. Isbester,
Chairman.

Hamilton
February 9, 1972

Wentworth County Roman Catholic Separate School Board,
Mrs. Ratigan, Trustee.

Lincoln County Board of Education, G. Allan, Director of Education.

Class 2K, Orchard Park Secondary School, Stoney Creek, Miss Wendy
Spoelstra; Peter Moore.

Family Service Agency of Hamilton.

District 36, Ontario Secondary School Teachers' Federation, J.
Armitage.

Vincent Community Council, Hamilton.

Groups for Equal Rights, McMaster University, Dr. Joan Canby.

W. Hart, Hamilton.

South Delta Community Council, Hamilton.

Hamilton and District Council of Parent Participation Preschools, Mrs. R.J. Meyer, Chairman.

Victoria Park North West Community Organization, Hamilton.

Professor G.P. Means, McMaster University.

Kenora Park Tenants Association, Hamilton.

E. Canby, Hamilton.

St. Catharines
February 10, 1972

Lincoln County Roman Catholic Separate School Board, J. Skehin, Superintendent of Separate Schools.

Brock University, Dr. A.J. Earp, Acting President.

Thunder Bay
February 15, 1972

Confederation College of Applied Arts and Technology.

City of Thunder Bay Parks and Recreation Department.

Residents of Thunder Bay Who are Handicapped and Others in the Community Who Are Concerned with Their Problems, H.J. Parker.

Lakehead District Roman Catholic Separate School Board.

Lakehead Board of Education.

Ontario Municipal Recreation Association, Thunder Bay, James Aris; T.R. Axelson.

Thunder Bay Electronics Limited.

Black Bay Community School.

Dr. L.E. Hastings, Thunder Bay.

Association for Early Childhood Education, Ontario: Thunder Bay Branch, Mrs. Ingrid Groom, President.

Sir John A. MacDonald Community School.

Northwood Community Association, David Douglas.

Red Lake
February 16, 1972

Red Lake Board of Education.

Kenora
February 17, 1972

Kenora Board of Education, J.A. Fraser, Kenora.

R. Freestone, Kenora.

Petrolia
February 22, 1962

Lambton County Roman Catholic Separate School Board, J. Pace.

Lambton County Board of Education, W. McClean.

Dawn Central School, A.B. Catton, Principal.

Sarnia
February 22, 1972

Lambton College of Applied Arts and Technology, G.M. Delgrosso, President.

Lambton County Library Board, Ron Baker, Chief Librarian.

Bob Jerome, Sarnia.

Chatham
February 23, 1972

Kent County Board of Education, Dr. J. Button, Chairman.

Kent County Roman Catholic Separate School Board, W. Neff, Chairman.

Chatham Young Men's Christian Association, Lloyd Weltham.

Windsor
February 24, 1972

Board of Trustees of the Roman Catholic Separate Schools for the City of Windsor, J.F. Johnston, Superintendent of Separate Schools.

Board of Education for the City of Windsor, C.R. MacLeod, Director of Education.

Windsor Elementary School Principals' Association, Jim Buchanan.

Essex County Board of Education, P. Vander Voort, Assistant Superintendent.

University of Windsor, F.A. Demarco, President.

United Auto Workers, A. Paulick.

Windsor Parks and Recreation.

Football and Soccer Referees' Association.

Parents' Committee of the Lasalle District Girl Guides of Canada, Mrs. Loretta Menard.

C.J. Barry Kentner, Windsor.

Ernest Kelso, Jr., Windsor.

Windsor Public Library Board, Mrs. Markovitch.

Ottawa
March 21, 1972

Ottawa Board of Education, J.R. McNeill, Assistant Superintendent of Programming.

Algonquin College of Applied Arts and Technology, G.B. Maher, President.

University of Ottawa, Dr. Roger Guindon, O.M.T., Rector.

Ottawa Boys Club, B. Muzeen.

Almonte and Area Committee for Continuing Learning, E. Wilson, Treasurer.

Carleton Board of Education, Mrs. J.R. McIntosh, Chairman.

Corporation of the City of Ottawa Parks and Recreation Department.

Gloucester Community Council, Dr. D. Stewart.

Rothwell United Church School, E. Leftly, General Superintendent.

Beacon Hill North Community Association, Mrs. E. Garfinkle.

North York
March 23, 1972

Borough of North York Parks and Recreation Department, T. O'Connor.

E.N. Kedoury, P. Eng., Toronto.

Mrs. Claire L. McLaughlin.

Sault Ste. Marie
July 24, 1972

Sault Ste. Marie Roman Catholic Separate School Board, Ray Soltys, Business Administrator.

Community Services Board of Sault Ste. Marie, Wm. J. Reed, Chairman; James Maxwell, Director.

Allied Arts Council of Sault Ste. Marie, H. Tolley, President; Paul D. Freedman, Managing Director.

E. Orchard, Sault Ste. Marie.

Boy Scouts Regional Council, H. Logan.

L. Fraser, Sault Ste. Marie.

Sudbury
July 25, 1972

Sudbury Board of Education, E. Chekeris, Chairman; W. Roman, Superintendent of Student Services.

Le Conseil des Ecoles Separees Catholiques du District de Sudbury, Emile Guy, Assistant Superintendent.

Laurentian University, B. Roland, Director of Public Relations.

Cambrian College of Applied Arts and Technology, J. Koski, President.

North Bay
July 27, 1972

Nipissing District Roman Catholic Separate School Board, A.J. Rivet, Chairman; G.N. Houle, Superintendent of Separate Schools.

North Bay Department of Parks and Recreation, S. Jacks, Director.

Nipissing Board of Education, Edward Monkman, Director of Education.

B. Weiser, North Bay Chamber of Commerce.

Kingston
July 31, 1972

St. Lawrence College of Applied Arts and Technology, W.W. Cruden, President.

Frontenac County Board of Education, J.B. Slack, Director of Education.

M. McLean, Member, National Farmers' Union.

E. Turner, Kingston.

L. Easterbrook, Kingston.

Belleville
August 1, 1972

Lennox and Addington County Board of Education, A. Medd, Trustee.

City of Belleville Recreation-Arena Committee, Mrs. J. Guthrie,
Vice-Chairman.

Ontario Chapter, Association of Canadian Commercial Colleges,
Mrs. O.A. Brown, Legislative Chairman.

Hastings County Board of Education, D. Williams, Chairman;
E. Runacres, Director of Education.

Belleville Family Young Men's Christian Association, D.G. Diamantides,
General Secretary.

Prince Edward County Board of Education, J. Plomer, Chairman.

George Przybylowski, Toronto.

United Community Services Board of Belleville, Isadore Cooperman.

Hastings-Prince Edward County Roman Catholic Separate School
Board, E. Neville, Superintendent of Separate Schools.

Peterborough
August 2, 1972

Lift-Lock Square Dance Club, D.A. Johnstone, Past-President.

Northumberland and Durham County Board of Education, R.E. Eakins,
Chairman.

Sir Sandford Fleming College of Applied Arts and Technology, D.B.
Sutherland, President.

Peterborough County Board of Education.

M.T. Mason, Trustee, Peterborough County Board of Education.

Professor Walter Pitman, Trent University.

S. Downe, Trustee, Northumberland and Durham County Board of
Education.

M. McGarrity, Trustee, Peterborough-Northumberland-Durham County
Roman Catholic Separate School Board.

Etobicoke
August 3, 1972

Board of Education for the Borough of Etobicoke, Paul Buddenhagen,
Superintendent of Administration and Personnel.

The Etobicoke Region of the Young Men's Christian Association of
Metropolitan Toronto, George Glover, Regional Director.

Borough of Etobicoke Parks and Recreation Services Department,
Thomas J. Riley, Commissioner.

Ontario Movers Association, Rexdale, W. Cain.

Ontario Education Week Committee, Hugh M. Griggs, Chairman.

Borough of Etobicoke Public Library Board, T.H. Goudge, Chairman.

Parents Without Partners, Inc., Mrs. June Martin, Weston.

Secondary School Research, **Weston, Robert McMaster.**

T. Grier, Etobicoke.

A. Marquette, Etobicoke.

K. Lopez, Trustee, Board of Education for the Borough of Etobicoke.

C. Fiaschetti, Etobicoke.

Orillia
August 21, 1972

Orillia Parks, Community Centres and Recreation Commission,
Dr. Williams; Don Shave, Director of Recreation.

Simcoe County Roman Catholic Separate School Board, M. McParland,
Vice-Chairman; F.J. Macdonald, Superintendent.

London
August 11, 1972

University of Western Ontario, Dr. D.C. Williams, President.

Fanshawe College of Applied Arts and Technology, Dr. J.A. Colvin,
President; W.J. Pillsworth, Director of Community Services.

London Public Utilities Commission Recreation Department, J. Casburn,
Deputy Director of Recreation.

Middlesex County Roman Catholic Separate School Board, K.J. Regan,
Superintendent of Separate Schools.

Lorne Avenue Community Council, A.F. McGhee, Community School
Leader.

Hamilton Road Area Council, John Nelson.

Board of Education for the City of London, J.N. Given, Director of
Education.

South Collegiate and Tecumseh School Area, London, Mrs. Gloria
Jenner.

London Institute for Supervised Pastoral Education, C. Scott,
Coordinating Director, Chaplaincy Services.

Broughdale Ratepayers Association, London, Mrs. C.A. Holsworth,
Secretary.

London Public Library Board, A.M. Kent, Director.

Mrs. W. Bolton, Trustee, London.

Kitchener
August 23, 1972

University of Waterloo, S. Gellatly.

Waterloo County Roman Catholic Separate School Board, Lance Bisch.

Waterloo Lutheran University, Colin McKay, Director of Educational
Services.

Waterloo County Board of Education, E.N. Boich, Area Superintendent.

Stratford Recreation Committee, James Linton, Deputy Director of
Recreation.

Midwestern Regional Library System, E.S. Beacock, Director.

Kitchener Public Library Board, Grant Erwin.

Perth County Board of Education.

Mrs. Iris Scharer, Waterloo.

Lakeshore Village Community Association, Waterloo,
Mrs. E.M. Belanger, Secretary.

W.E. Thompson, Director of Planning, Kitchener.

Forest Heights Community Association, Kitchener, W. Crest.

Mrs. Hopkins, Kitchener.

Mr. McCormick, Kitchener.

Waterloo Public Library Board, W. Moyer.

Laurentian Hills Community Association, J. Budd.

Guelph
August 24, 1972

Wellington County Roman Catholic Separate School Board,
J.A. Hourigan, Chairman.

Wellington County Board of Education, B. Truscott, Chairman;
E. Hanwell, Director of Education.

His Worship Mayor Norman Jary, City of Guelph.

Local 256, Canadian Union of Public Employees, A. Blanchette.

Guelph Public Library Board, J. Snell.

Guelph Community Service Council, Miss N. Morris.

Community Church Council, Guelph, A. Pope.

Toronto
August 25, 1972

Metropolitan Separate School Board, J.A. Marrese, Chairman.

Scarborough
August 25, 1972

Board of Education for the Borough of York, Dr. R.J. Christie,
Chairman.

York University, W.W. Small, Vice-President.

Centennial Community and Recreation Association, R.D. Colling.

Mrs. Susan Phillips, Toronto.

Pollution Probe, Scarborough, Leonard W. Steele, Executive
Administrator.

Board of Education for the Borough of Scarborough, James A. French,
Chairman.

Borough of Scarborough Recreation and Parks Department, Jack Keay,
Commissioner.

Dr. Stackhouse, Trustee, Scarborough.

Mississauga
November 6, 1972

Peel County Board of Education, Rudy Bos, Trustee; J.A. Turner, Director of Education; H.J.A. Brown, Superintendent of Business Affairs; J.A. Fraser, Superintendent of Academic Affairs.

Port Credit
November 6, 1972

Oakville Symphony Orchestra, L. Copestick, President.

Town of Mississauga Recreation and Parks Department, W. Gerald Love, Superintendent of Recreation.

Day Care Action Committee, South Peel Branch, Canadian Mental Health Association, Mrs. Brita Olson.

Facilities Committee, Physical Education Teachers' Association, Peel County Board of Education, Gary Ewart.

Dr. E.H. Humphreys, Associate Professor, Ontario Institute for Studies in Education.

Boy Scouts of Canada, Mississauga, Gordon Clark.

Mississauga Junior Badminton Association, Don Rodgerson.

Chinguacousy Township Parks and Recreation Department, Don Gordon.

Matthew Graslock, Mississauga.

R. Hiltz, Mississauga.

Brantford
November 9, 1972

Ontario School for the Blind, George Whetstone, Superintendent.

Toronto
November 9, 1972

Board of Education for the City of Toronto, Mrs. Judith Jordan, Vice-Chairman; H.G. Facey, Comptroller of Buildings and Plant.

Raymond Bellanger, Toronto.

York County Board of Education, Marvin Hunter, Chairman.

Toronto Teachers' Federation, Paul Brisley.

Metropolitan Toronto Committee of the Communist Party of Canada, Nelson Clarke.

Ontario Division and Educational Institutes Coordinating Committee, Canadian Union of Public Employees, P. Huggett; K. Factor.

Metro Community Media, John F. Biggs.

Community Use of Schools Committee, North York Education and Community Council, Mrs. Beverly Gray, Chairman.

Department of Physical Education and Athletics, York University, Dr. Bryce Taylor.

Students' International Meditation Society, Toronto, Fraser Peel; Mrs. E. Syrett.

Seneca College of Applied Arts and Technology, Roger Huxtable.

Ontario Track and Field Council, Toronto, C. Pickard.
S. Jaffrey, Toronto.

Toronto
November 16, 1972

Don Garvie, Community Education Officer, Ministry of Education.

Toronto
November 29, 1972

Ontario Association of Architects, Wilfred Lamb, President; Harry Kohl; Alexander Leman; Brian Parks, Executive Director.

Toronto
December 6, 1972

Young Men's Christian Association of Metropolitan Toronto, Ernie Griffith, President; D. Henry Labatte, Executive Director; Dennis McClelland, Director of Program.

Toronto
December 21, 1972

Doug Stone, Superintendent, Board of Education for the Borough of Etobicoke.

Lance Bisch, Community School Liaison Officer,
Waterloo County Roman Catholic Separate School Board.

Anthony Psutka, Principal, St. Patrick School, Kitchener.

David L. Smith, Coordinator of Community School Programs,
Hastings County Board of Education.

Waterloo
March 6, 1973

University of Waterloo, B.C. Matthews, President.

Guelph
March 6, 1973

University of Guelph, Dr. W.C. Winegard, President.

Hamilton
March 7, 1973

Mohawk College of Applied Arts and Technology,
S. Mittminger, President.

McMaster University, Dr. A. Bourns, President. Dr. Fraser Mustard.

Toronto
March 8, 1973

Ryerson Polytechnical Institute, Dr. D.L. Mordell, President.

Toronto
March 9, 1973

George Brown College of Applied Arts and Technology,
G. Armstrong, Vice-President.

The Select Committee on the Utilization of Educational Facilities
Interim Report Number One
Appendix D

■ Visits of the Committee

Ontario

■ Schools:

Belleville	August 2, 1972 King George Public School Moira Secondary School
Copper Cliff	July 26, 1972 Copper Cliff High School
Etobicoke	August 3, 1972 Elms Community School
Hamilton	February 9, 1972 St. Daniels' Separate School
	February 9, 1972 Sir Winston Churchill Collegiate
Napanee	August 1, 1972 Golf Course Public School
North Bay	July 27, 1972 Marshall Park Public School
	Mother St. Bride Separate School
Oakville	February 21, 1973 White Oaks Secondary School
Oshawa	February 2, 1973 General Vanier Secondary School
	St. Phillips Separate School
Peterborough	August 1, 1972 Peterborough Collegiate Institute
Petrolia	February 22, 1972 Lambton Central Collegiate and Vocational Institute
	St. Philip's Separate School
Red Lake	February 16, 1972 Red Lake District High School
Sarnia	February 22, 1973 Alexander MacKenzie Secondary School
	High Park Public School
	St. Benedict Separate School
Sault Ste. Marie	July 24, 1972 St. Veronica Separate School

Sioux Narrows	February 16, 1972 Father Moss Separate School
St. Catharines	February 10, 1972 West Park Secondary School
Sudbury	July 26, 1972 Sudbury High School
Thunder Bay	February 15, 1972 Agnew H. Johnston Public School Hammerskjold High School St. Vincent Separate School
Toronto	February 1, 1972 Jesse Ketchum Public School Kensington Community School February 21, 1973 Kensington Community School
Windsor	February 24, 1972 Assumption College

■ Post-Secondary Educational Institutions:

July 24, 1972
Cambrian College of Applied Arts and Technology,
North Bay Campus.

July 27, 1972
Cambrian College of Applied Arts and Technology
Sault Ste. Marie Campus.

February 15, 1972
Confederation College of Applied Arts and Technology,
Thunder Bay.

February 1, 1972
Durham College of Applied Arts and Technology,
Oshawa.

March 9, 1973
George Brown College of Applied Arts and Technology,
Toronto.

March 7, 1973
McMaster University, Hamilton.

February 8, 1972; March 7, 1973
Mohawk College of Applied Arts and Technology,
Hamilton.

March 8, 1972
Ryerson Polytechnical Institute,
Toronto.

July 31, 1972
St. Lawrence College of Applied Arts and Technology,
Kingston.

March 6, 1973
University of Guelph.

March 6, 1973
University of Waterloo.

Manitoba

Winnipeg February 18, 1972
Dufferin Street Public School.

Michigan

Flint November 7, 1972
Flint Board of Education
King Community School
Northern Community High School
Pierce Community School
Williams Community School.

November 8, 1972
Durant-Turi School
Genesee Area Skill Centre
Genesee Community College
Roy Wilkins Community School
Summerfield Community School.

Denmark

■ Group A (Messrs. McIlveen, Smith, Gaunt, Mrs. Birch)

Copenhagen September 25, 1972
Ministry of Education
Tingbjerg Comprehensive School
Tingbjerg Day Nursery
Tingbjerg Kindergarten.

September 26, 1972
Collective Housing for the Handicapped.

Hillerod September 25, 1972
Grundtvigs Folk High School.

■ Group B (Messrs. McNie, Havrot, Maeck, Newman, Beckett)

Copenhagen September 20, 1972
Ministry of Education.

September 21, 1972
Youth Club run by Police Force.

Roskilde September 21, 1972
Osted Fri-Og Continuation School
Meat Trades Vocational School.

England

- Buckinghamshire
September 27, 1972
Milton Keynes New Town.
- September 29, 1972
The Open University, Bletchley.
- Leicestershire
September 28, 1972
Great Glen Primary School and Community Centre
Leicester County Hall, Education Offices
Longslade School, Birstall
Stonehill High School and Community College.
Birstall.
- London
October 2, 1972
Inner London Educational Authority.
Finance Branch.
Pimlico School
St. Paul's Way School.
- October 3, 1972
The Barbican Project
Department of Education and Science.
- October 4, 1972
Department of Education and Science.

Finland

■ Group A

- Espoo
September 18, 1972
Tapiola New Town - City Centre
 - Community Centre
 - Secondary School
Mattby Finnish Primary School, Matinkyla.
Kivenhahti New Town.
- September 19, 1972
Social Service Bureau, City Hall
Tapiola New Town - Kindergarten
 - Nursery School
- Helsinki
September 19, 1972
Helsingin Suomalainen Yhteiskoulu.

Holland

■ Group B

- Amsterdam
September 19, 1972
Youth Advisory Centre.

The Hague	September 18, 1972 Industry-Education Contact Centre Mariahoeve Community Centre Ministry of Cultural Affairs.
Haarlem	September 19, 1972 Aged Service Centre.
Voorburg	September 18, 1972 Old Age Service Centre Community Recreation Centre.

Sweden

■ Group A

Danderyd	September 20, 1972 Family Housing Development for the Elderly.
Gothenburg	September 22, 1972 Bjorkhojds School Burgardens Gymnasiet.
Skarholmen	September 21, 1972 Satra School and Public Library.
Stockholm	September 20, 1972 Nora Latine Gymnasiet School of Economics.
	September 21, 1972 City Library.

■ Group B

Bromma	September 25, 1972 Blackebergsgymnasiet.
Gothenburg	September 22, 1972 Gummetorgs School
Stockholm	September 25, 1972 Folk University.
	September 26, 1972 City Hall Asobergets Daghem.

Cover design: Laurie Raskin



3 1761 11466250 5